

Newport Independent District Leadership Assessment Report



04/24/2011 - 04/29/2011



District Leadership Assessment Executive Summary

Newport Independent School District

4/24/2011 - 4/29/2011

Michael Brandt, Superintendent

Introduction

The Kentucky Department of Education conducted a district leadership assessment of Newport Independent School District during the period of 4/24/2011 - 4/29/2011. Here are the most relevant facts and next step recommendations from the district leadership assessment. We have provided space for identifying the actions steps you will take, the timelines you will establish for those steps, and the person(s) for overseeing the action steps. We encourage you to ask your best people to prioritize bold, specific actions on aggressive timelines to improve student achievement as soon as practicable.

District Deficiencies and Next Steps in Supporting its Low-Performing Schools

1. Deficiency	The dysfunctional relationship among the local school board, superintendent, high school staff, school council and union is impeding the district's ability to meet the needs of the students.
Next Steps	The superintendent and school board should lead a collaborative initiative with district and school staffs, school councils and union leadership to move from the current environment of mistrust and fault finding to a mode of transparency and problem solving. This begins with acknowledging individual and collective professional and personal responsibilities for the dysfunctional climate that presently impedes high student achievement and efforts to effectively address the learning needs of children. They should identify and contract with a facilitator to mediate the process of honestly engaging in the "fierce conversations" that must occur in order to achieve this end.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
2. Deficiency	The evaluation system is not being effectively used to promote high expectations and accountability for all staff members.

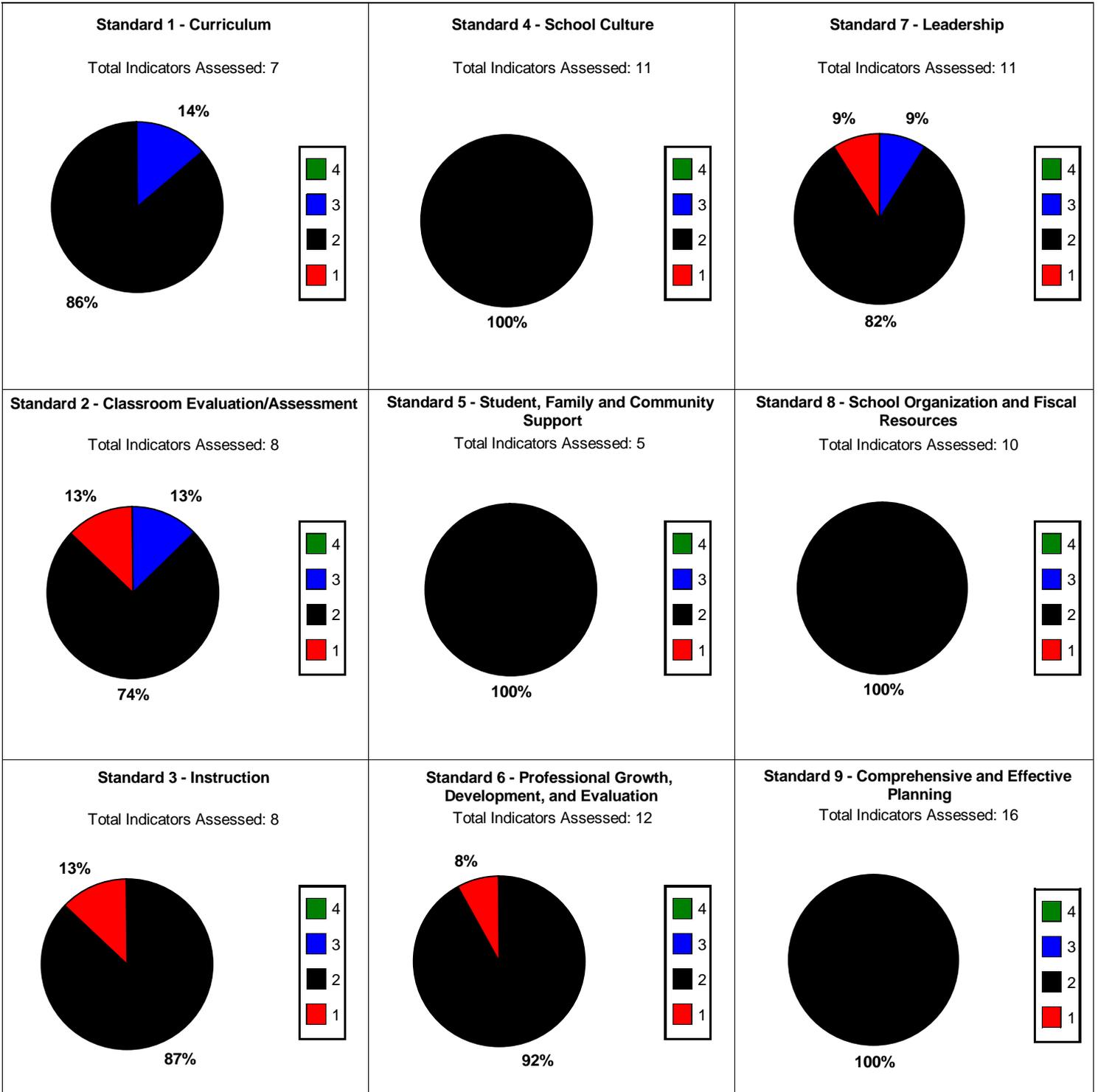
Next Steps	The power of high expectations is only as strong as the clarity with which they are communicated and the degree to which all staff are held accountable for meeting them. These high expectations should be marked by clear, measurable goals that include not only what is expected but also how success will be measured. Clear courses of action for meeting the goals should be established. Responsible staff members should then be held appropriately accountable for carrying out these initiatives. The district evaluation process should be fully and consistently implemented by all evaluators as a critical component of this process. Professional growth plans should reflect, in part, the expectations for the person being evaluated, and regular support, coaching and feedback should be provided to assist with the achievement of goals included in the growth plan. Any staff member unable or unwilling to carry out assigned responsibilities should be held appropriately accountable.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
3. Deficiency	Classroom instruction in the high school is not consistently rigorous, effective, student-centered and does not meet the unique learning needs of students.
Next Steps	District leadership should systematically use monitoring processes to ensure that all classroom instruction is rigorous, effective, and student centered. District and school leadership should conduct regular classroom walkthroughs and provide timely, specific, and meaningful feedback to teachers so they can immediately adjust instructional practices to better meet the individual learning needs of students in their classrooms. District leadership should directly monitor schools to ensure that teachers regularly collaborate to analyze student work to inform instruction. District and school leadership should ensure that teachers are providing timely, specific and meaningful feedback to students on class work including classroom assessments and homework. This monitoring system should be consistent and ongoing with data collected and analyzed regularly to determine the impact of instructional practices on student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

4. Deficiency	Teachers and students do not demonstrate a clear understanding of rigor and proficiency in their work.
Next Steps	District leadership should regularly perform walkthroughs at the high school to ensure that all students and staff can articulate learning objectives and performance standards needed to achieve proficiency for all learning activities. Proficient and distinguished work, scoring guides and rubrics should be consistently used with students to communicate learning standards and provide immediate and meaningful feedback. District and school leadership should provide support and training as necessary and monitor the process for impact on student achievement.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
5. Deficiency	The school culture and climate is not supported by the employment of a diverse, highly qualified teaching staff.
Next Steps	District leadership should work with school leadership, community leaders, board members and parents in developing an intentional comprehensive plan to improve school culture and climate. This plan should include a focus on recruiting diverse faculty (e.g., African American males), building healthy relationships with students and families, and training all staff on meeting the needs of a diverse, urban student population. Minority community stakeholders should be solicited to assist with this initiative.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	
6. Deficiency	Truancy and other risky behaviors continue to be major barriers to student achievement at the high school.
Next Steps	District leadership should review, revise and implement a plan to address habitual truancy, particularly at the high school, and other risky behaviors that may become barriers to student learning and achievement at all levels. This plan should be focused and ongoing and should include input from all stakeholders.
District Action Steps to Overcoming Obstacles	
Timeline/Person Responsible	

Newport Independent
 KDE 2011 District Leadership Assessment Report
 At-a-Glance

The charts below indicate the percentage of indicators in each standard for the following four performance levels:

- 4- Exemplary level of development and implementation
- 3- Fully functional and operational level of development and implementation
- 2- Limited development or partial implementation
- 1- Little or no development and implementation



9 STANDARDS AND 88 INDICATORS FOR SCHOOL IMPROVEMENT - Newport Independent

<p>Standard - 1 - Academic Performance</p> <p><u>Curriculum</u></p> <p>1.1a Curriculum is aligned. Academic Expectations, Core Content for Assessment, Transformations</p> <p>1.1b District initiates, facilitates discussions among schools regarding curriculum standards</p> <p>1.1c District initiates, facilitates discussions to eliminate unnecessary overlaps</p> <p>1.1d Evidence of vertical communication, intentional focus on key curriculum transition points</p> <p>1.1e School curriculum provides specific links to continuing education</p> <p>1.1f Systematic process for monitoring, evaluating and reviewing curriculum</p> <p>1.1g Curriculum provides access to a common academic core</p>	<p>Standard - 4 - Learning Environment</p> <p><u>School Culture</u></p> <p>4.1a Leadership support for a safe, orderly and equitable learning environment</p> <p>4.1b Leadership creates experiences that all children can learn</p> <p>4.1c Teachers hold high expectations for all students</p> <p>4.1d Teachers, staff involved in decision-making processes regarding teaching and learning</p> <p>4.1e Teachers accept their role in student success</p> <p>4.1f School assigns staff...opportunities for ALL students</p> <p>4.1g Teachers communicate regularly with families</p> <p>4.1h Evidence that the teachers and staff care</p> <p>4.1i Multiple communication strategies...to all stakeholders</p> <p>4.1j Evidence that student achievement is highly valued</p> <p>4.1k The school/district provides support...needs of all students</p>	<p>Standard - 7 - Efficiency</p> <p><u>Leadership</u></p> <p>7.1a Leadership has developed and sustained a shared vision</p> <p>7.1b Leadership decisions focused on student academic data</p> <p>7.1c All administrators have a growth plan</p> <p>7.1d Evidence that the leadership team disaggregates data</p> <p>7.1e Leadership ensures all instructional staff...access to curriculum related materials</p> <p>7.1f Leadership ensures that time is protected...instructional issues</p> <p>7.1g Leadership plans and allocates resources</p> <p>7.1h School/district leadership provides policy and resource infrastructure</p> <p>7.1i Process for the development and the implementation of council policy</p> <p>7.1j SBDM council has an intentional focus on student academic performance</p> <p>7.1k Principal demonstrates leadership skills in academic performance, learning environment, efficiency</p>
<p>Standard - 2 - Academic Performance</p> <p><u>Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments frequent, rigorous, aligned with Kentucky's core content</p> <p>2.1b Teachers collaborate in the design of authentic assessment</p> <p>2.1c Students can articulate what is required to be proficient</p> <p>2.1d Test scores are used to identify curriculum gaps</p> <p>2.1e Assessments designed to provide feedback on student learning for instructional purposes</p> <p>2.1f Performance standards communicated, evident in classrooms, observable in student work</p> <p>2.1g Assessment and Accountability Program is coordinated by school and district leadership</p> <p>2.1h Samples of student work are analyzed</p>	<p>Standard - 5 - Learning Environment</p> <p><u>Student, Family and Community Support</u></p> <p>5.1a Families and the community are active partners</p> <p>5.1b All students have access to all the curriculum</p> <p>5.1c Reduce barriers to learning</p> <p>5.1d Students are provided opportunities to receive additional assistance</p> <p>5.1e School maintains an accurate student record system</p>	<p>Standard - 8 - Efficiency - School Organization and Fiscal Resources</p> <p><u>Organization of the School</u></p> <p>8.1a School is organized...use of all available resources</p> <p>8.1b All students have access to all the curriculum</p> <p>8.1c Staff are allocated based upon the learning needs of all students</p> <p>8.1d Staff makes efficient use of instructional time</p> <p>8.1e Staff...planning vertically and horizontally across content areas</p> <p>8.1f Schedule aligned with the school's mission</p> <p><u>Resource Allocation and Integration</u></p> <p>8.2a Clearly defined process (in accordance with the school council allocation formula)</p> <p>8.2b Budget reflects decisions directed by an assessment of need</p> <p>8.2c Councils, school boards analyze funding and other resource requests</p> <p>8.2d Resources are allocated and integrated to address student needs</p>
<p>Standard - 3 - Academic Performance</p> <p><u>Instruction</u></p> <p>3.1a Evidence that effective and varied instructional strategies are used in all classrooms</p> <p>3.1b Instructional strategies and learning activities are aligned</p> <p>3.1c Instructional strategies/activities are consistently monitored...diverse student population</p> <p>3.1d Teachers demonstrate content knowledge</p> <p>3.1e Evidence teachers incorporate the use of technology</p> <p>3.1f Instructional resources are sufficient to deliver the curriculum</p> <p>3.1g Teachers examine and discuss student work</p> <p>3.1h Homework is frequent and monitored, tied to instructional practice</p>	<p>Standard - 6 - Learning Environment - Professional Growth, Development, and Evaluation</p> <p><u>Professional Development</u></p> <p>6.1a Support for the long-term professional growth of the individual staff members</p> <p>6.1b The school has an intentional plan for building instructional capacity</p> <p>6.1c Staff development priorities..alignment..goals for student performance</p> <p>6.1d Plans for school improvement directly connect goals for student learning</p> <p>6.1e Professional development is on-going and job-embedded</p> <p>6.1f Professional development planning connect student achievement data</p> <p><u>Professional Growth and Evaluation</u></p> <p>6.2a Clearly defined evaluation process</p> <p>6.2b Leadership provides the fiscal resources for the appropriate professional growth</p> <p>6.2c Employee evaluation and the individual professional growth plan to improve staff proficiency</p> <p>6.2d A process of personnel evaluation which meets or exceeds standards set in statute</p> <p>6.2e The school/district improvement plan identifies specific instructional leadership needs</p> <p>6.2f Evaluation process to provide teachers...change behavior and instructional practice</p>	<p>Standard - 9 - Efficiency - Comprehensive and Effective Planning</p> <p><u>Defining the School Vision, Mission, Beliefs</u></p> <p>9.1a Collaborative process used to develop the vision, beliefs, mission</p> <p><u>Development of the Profile</u></p> <p>9.2a Planning process involves collecting, managing and analyzing data</p> <p>9.2b Use data for school improvement planning</p> <p><u>Defining Desired Results for Student Learning</u></p> <p>9.3a School and district plans reflect learning research, expectations for student learning</p> <p>9.3b Analyze their students' unique learning needs</p> <p>9.3c Results for student learning are defined</p> <p><u>Analyzing Instructional and Organizational Effectiveness</u></p> <p>9.4a Strengths and limitations are identified</p> <p>9.4b Goals for building, strengthening capacity</p> <p><u>Development of the Improvement Plan</u></p> <p>9.5a Steps for school improvement aligned with improvement goals</p> <p>9.5b Plan identifies resources, timelines</p> <p>9.5c Evaluating the effectiveness of improvement plan</p> <p>9.5d Improvement plan is aligned with the school's profile, beliefs, mission, desired results</p> <p><u>Implementation and Documentation</u></p> <p>9.6a Plan is implemented as developed</p> <p>9.6b School evaluates the degree to which it achieves the goals and objectives for student learning</p> <p>9.6c The school evaluates the degree to which it achieves the expected impact</p> <p>9.6d Evidence of attempts to sustain the commitment to continuous improvement</p>

Legend

Grey - No Assessment Made

Green 4- Exemplary level of development and implementation

Blue 3- Fully functional and operational level of development and implementation

Black 2- Limited development or partial implementation

Red 1- Little or no development and implementation

Focus on Student Academic Performance

The district leadership assessment report contains many important findings district leadership should consider. It will be the task of district leadership to read and prioritize the results from this report to plan for improving student performance.

Carefully read the scholastic leadership assessment report for each school that triggered the district leadership assessment. Consider the implications of the report for each school's work and policies.

Build greater understanding of new approaches to professional development and address the ways that stakeholders will have to work differently to improve instruction.

Identify the implications of this report for stakeholders.

Acknowledge and address the fact that current practice does not provide adequate opportunity for teachers and principals to carry out the demands of their work to ensure student success.

District Leadership Assessment Summary Report

Newport Independent

School District

4/24/2011 - 4/29/2011

Introduction

The Kentucky Department of Education conducted district leadership assessment of Newport Independent School District during the period of 4/24/2011 - 4/29/2011.

The district leadership assessment team activities included a review of the documents collected for the district portfolio and profile, classroom observations (19), as well as formal interviews and informal discussions with the high school principal (1), high school counselor (1), high school teachers (9), high school FRYSC coordinator (1), high school building assessment coordinator (1), high school GEAR UP coordinator (1), high school students (7), parent (1), classified staff (2), central office certified staff members (8), community members (7), board members (5), assistant superintendents (2), and the superintendent.

The district leadership assessment team utilized the Standards and Indicators for School Improvement, stakeholder interviews and a portfolio of district records during this visit. All collected data were considered in the development of the report. The specific findings and recommendations are organized under the headings of Academic Performance, Learning Environment and Efficiency. Each of the nine standards for success in Kentucky schools and districts is addressed in the following pages.

The chairperson of the team was Fred M. Simpson - District Administrator. The other team members were: Sharon Baker Knight - Building Administrator; Randell E. Harrison - Building Administrator; John A. Roberts - Higher Education Representative; Jean Roberts - Teacher; Patricia H. Hale - Building Administrator; Nancy Gilligan - Teacher; Veda McClain - Higher Education Representative; Judy K.P. Kurtz - Parent; BJ Martin - Educational Recovery Specialist.

Academic Performance

The following Academic Performance Standards address curriculum, classroom evaluation/assessment and instruction.

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student performance.

Learning Environment

The following Learning Environment Standards address school culture; student, family, and community support; and professional growth, development and evaluation.

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and development needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Efficiency

The following Efficiency Standards address leadership, school structure and resources, and comprehensive and effective planning.

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

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4/24/2011 - 4/29/2011

Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Findings For This Standard Are Based On:

Review of classroom assessments, classroom assignments, comprehensive district improvement plan, comprehensive school improvement plan, cumulative folders system/student working folders/portfolios, curriculum documents, curriculum maps, eWalk data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, professional development records, report cards/progress reports, School Report Card data, school Web pages, staff development agenda, student work and District professional development survey results

Interviews with assistant superintendent(s), central office staff, district leadership, superintendent and teachers

Observations of classrooms and common areas

Performance Rating 3

- 1.1a There is evidence that the curriculum is aligned with the Academic Expectations, Core Content for Assessment, Transformations and the Program of Studies.

The district curriculum is aligned with all Kentucky curriculum documents. The district Standards Committee has provided introductory new content standards training for teachers to prepare them to use the new content standards with the existing curriculum. This training consisted of developing a working vocabulary for the new content standards and a process for deconstructing the standards. District leadership also contracted with a Solution Tree Consultant to provide training for teachers in curriculum mapping procedures.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

- 1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).

District leadership has provided opportunities for informal discussions between schools on the P-12 sequencing of the curriculum standards. The district Curriculum Committee, composed of district administrators and all school principals, meets monthly but does not always discuss curriculum issues. The district Standards Committee is made up of teams from each school and district administrators. Their primary responsibility is to develop a training process for schools to use to align existing curriculum with the new core content standards. The district Standards Committee has also encouraged receiver and feeder schools to meet as a part of the early release time. All schools send a team to the quarterly data retreats that are designed and facilitated by district leadership. For a portion of each retreat, school teams meet with their feeder or receiver school teams to discuss common points of concern. However, the results of these meetings are not monitored or evaluated to determine if effective change is occurring.

- 1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.

District leadership has initiated discussion opportunities between feeder and receiver schools to eliminate gaps and overlaps in the curriculum (e.g., district Curriculum Committee, district Standards Committee, data retreats, feeder and receiver school meetings during early release days). However, district leadership has not fully developed a systematic process to eliminate curricular overlaps and gaps in the district curriculum.

- 1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).

District leadership provides opportunities for discussions between and within schools to identify and resolve curriculum issues at key transition points (e.g., district Standards Committee, data retreats, feeder and receiver school meetings during early release days). No systematic plan has been

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating 2

implemented to sustain efforts to identify issues with transition points or to monitor plans to address transition curricular issues.

- 1.1e The school curriculum provides specific links to continuing education, life and career options.

District leadership works with high school leadership and university and technical partners to ensure students have access to a variety of postsecondary education and career curricular components. Dual credit courses are available. The vocational school has an articulation agreement with Northern Kentucky University and Gateway Community and Technical College. Even though critical thinking skills are taught in some high school classes, district leadership does not monitor the number of teachers providing this type of instruction or evaluate the result of such instruction to determine its effectiveness. The high school Youth Service Center coordinator organized a Reality Store experience for students this school year. High school students have the opportunity to make college visits each year sponsored by Gaining Early Awareness and Readiness for Undergraduate Programs Grant (Gear-Up). District leadership is involved with the Socialization, Transition, Reflection, Innovation, Vocation and Education Partnership (STRIVE) post-secondary initiative. The Individual Learning Plans (ILP) are completed at the high school level, but district leadership does not monitor to ensure that school leadership provides opportunities for these to be collaboratively developed by the student, parents and advisor.

- 1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.

The board has adopted a Curriculum policy (08.1). District leadership reviews all school curriculum policies. Although there are some discussions among district leadership and high school staff regarding the curriculum, the process is not systematic or intentional and rarely results in changes to the curriculum. District leadership encourages schools to review and revise their curriculum through recommendations made by the district Curriculum Committee. The district Standards Committee is designing a process for aligning the current school curricula with the new core academic standards in math and reading. The expectation is that each school will begin work on this alignment process in May 2011.

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Summary Findings in: **Academic Performance**

Standard 1 **Curriculum**

Performance Rating **2**

1.1g The curriculum provides access to a common academic core for all students.

District leadership states the expectation that a rigorous, common academic core is offered to all students but does not ensure that this occurs for all students. All high school students with disabilities have an Individual Education Plan (IEP), and most students with disabilities are placed in collaborative classes. While most special education teachers have received collaboration training, most regular education teachers at the high school level have not. A response to intervention plan to meet the needs of struggling high school students has been developed but is not fully implemented.

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Summary of recommendations in: **Academic Performance**

Standard 1 **Curriculum**

District leadership should ensure a systematic process is in place to review, revise and monitor the curriculum.

District leadership should develop a systematic process for facilitating ongoing curriculum discussions between feeder and receiver schools to identify key curriculum transition points and provide students a seamless transition from school to school.

Resources:

Carr, J. F. & Harris, D.E. (2001). *Succeeding with Standards: Linking Curriculum, Assessment and Action Planning*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-509-2

Jacobs, H. H. (2004). *Getting Results with Curriculum Mapping*. Alexandria, VA: Association for Supervision and Curriculum Development.

Taylor, R. (1999). *Missing Pieces: Aligned Curriculum, Instruction and Assessment*. *Schools in the Middle*, 9(4), 14-16, National Association of Secondary School Principals.

District Leadership Assessment Summary Report

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district technology plan, Extended School Services assessment data, Extended School Services entrance and exit reports, Extended School Services program overview and data, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, master school schedule, needs assessment data, professional development records, protocols for analyzing student work, rubrics, school council meeting agenda and minutes, school council policies and bylaws, staff development agenda and Curriculum Committee agendas and summaries

Interviews with assistant superintendent(s), central office staff, counselor, district leadership, school leadership, superintendent and teachers

Observations of classrooms, common areas, computer lab and media center

Performance Rating 3

2.1g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.

The district assessment coordinator provides Administrative Code training on procedures for the ethical administration of the state assessment program to building assessment coordinators, certified and classified staff and any others involved in the administration of state assessment. This training includes procedures for making necessary accommodations for exceptional students and is conducted in the fall and spring of each school year. Training for administering the alternate portfolio is provided by the district in collaboration with the Northern Kentucky Cooperative for Educational Services (NKCES). The board adopted an Assessment policy (08.222) in 2007 that addresses the administration of the state assessment and accountability system as well as the MAP assessment given three times a year.

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Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

- 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky's core content.

District leadership does not conduct regular classroom walkthroughs to monitor the use of frequent, rigorous assessments that are aligned with Kentucky standards. District leadership has the expectation that school leadership will guide their staff in this alignment and in the design of Kentucky Core Content Test-like assessments but rarely monitors to ensure that this takes place. District leadership reviews the school councils' assessment policies but does not ensure that the policies address classroom assessments. District leadership does not monitor to ensure that these policies and procedures are implemented in all classrooms.

- 2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.

District leadership provides early release days each week for teachers to engage in professional development. However, in part because of a history of animosity and a resultant lack of trust and effective communication, district and high school leadership do not work collaboratively to use this opportunity for working with the school staff to design authentic, rigorous assessment tasks that are aligned with Kentucky standards. District leadership offers some professional development opportunities for high school teachers to work collaboratively in the design of authentic assessment tasks, but participation is not required and follow-up is not provided.

- 2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.

District leadership does not monitor to ensure that students at the high school know what is expected in each class and understand what is required to be proficient in all content areas. Most students at the high school, however, can articulate what is expected in their classes, and many understand what is required to be proficient. Live scoring of open response questions in some high school classes has helped students have a better understanding of what a proficient response should include.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

2.1d Test scores are used to identify curriculum gaps.

District leadership encourages school leadership and staff to continuously examine the results of multiple kinds of assessment to identify gaps in achievement, but not necessarily gaps in the curriculum. District leadership analyzes test score data from Interim Performance Reports and No Child Left Behind Adequate Yearly Progress Reports to identify gaps in achievement. This information is shared with school leadership and teachers. Results of these analyses are used in the development of the comprehensive district and school improvement plans. The use of Measures of Academic Progress (MAP) testing of reading and math is required. Data retreats are conducted for school teams to receive the analysis of this testing and to review the results. These data are to be shared with teachers and used to identify learning needs for individual students. At the high school, district leadership does not regularly provide assistance in analyzing these data and other assessment results, and they do not consistently monitor the efforts of school leadership and teachers to do so. The analysis of MAP data has little direct impact on daily classroom instruction at the high school.

2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.

District leadership does not have a plan to systematically review and monitor to ensure that teachers design and use multiple types of assessments that provide feedback on student learning and are used to inform instruction. While some teachers at the high school may use varied types of assessments, district leadership does not work directly to support teachers in the development of these assessments. District leadership conveys the expectation that teachers are to regularly analyze student work and assessments. District leadership does not ensure that the principal monitors the implementation of this practice.

2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.

District leadership has not ensured that all teachers receive training in using a protocol for analyzing student work nor has a protocol been provided by the district. District leadership does not communicate to all teachers the

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating 2

expectation that they are to analyze student work to improve instruction and inform curriculum decisions. District leadership states the expectation that school leadership will monitor teacher practices to ensure student work is regularly analyzed to inform teaching and learning. In Fall 2009, the high school professional development agenda indicated that teachers were trained to analyze student work, but there is no evidence of follow-up or additional training.

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Summary Findings in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

Performance Rating **1**

2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.

District leadership does not conduct walkthroughs or monitor to ensure that Student Performance Level Descriptors are evident in classrooms, clearly communicated and observable in student work. At the high school, performance level descriptors and standards are not posted in most classrooms or in common areas of the school. Rubrics are displayed in a few classrooms, but few examples of proficient work are displayed. Performance standards are not usually evident in lesson plans or communicated to students before they are given an assignment or assessment.

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Summary of recommendations in: **Academic Performance**

Standard 2 **Classroom Evaluation/Assessment**

District leadership should provide professional development and implementation support to ensure a continuous focus on formative assessment strategies to inform instruction. Teachers should be trained on how to collaboratively develop quality formative, summative and common assessments. These assessments should be rigorous, grade-level appropriate and require students to use critical thinking skills. The development and use of these assessments should be monitored for impact on student achievement.

District leadership should regularly perform walkthroughs at the high school to ensure that all students (and staff) can articulate learning objectives and performance standards necessary to achieve proficiency for all learning activities. Sample proficient and distinguished work, scoring guides and rubrics should be consistently used with students to communicate learning standards and provide immediate and meaningful feedback. Samples of proficient student work should be shared with students to establish proficient expectations and benchmarks. District and school leadership should provide support and training as necessary and monitor the process for impact on student achievement.

District leadership should ensure that a variety of assessments are frequently used to measure instructional effectiveness and aligned with Kentucky standards.

Resources:

Allen, D. & McDonald, J. (1992). The Tuning Protocol: A Process for Reflection on Teacher and Student Work. Coalition of Essential Schools. www.itag.education.tas.gov.au

Johnson, R. S. (2002). Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools. Thousand Oaks, CA: Corwin Press. ISBN 0-7619-4509-1

Wiggins, G. (1998). Educative Assessment: Designing assessments to inform and improve student performance. San Francisco, CA: Jossey-Bass.

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Summary Findings in: **Academic Performance**

Standard 3 **Instruction**

Findings For This Standard Are Based On:

Review of bulletin boards, exhibits and displays, categorical program financial reports, classroom assessments, classroom assignments, classroom displays, committee meeting minutes and agenda, comprehensive district improvement plan, comprehensive school improvement plan, course syllabi, curriculum documents, curriculum maps, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district technology plan, Extended School Services program overview and data, Extended School Services Schedule, faculty meeting agenda, Individual Learning Plans, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, Kentucky's Core Content for Assessment, lesson plans/units of study, Local Educator Assignment Data Report (LEAD), master school schedule, media materials and inventory, needs assessment data, professional development records, professional resource materials, protocols for analyzing student work, roster of teaching assignments, samples of classroom assessments, samples of student work products, school council meeting agenda and minutes, school council policies and bylaws, School Report Card data, staff development agenda, state statute and regulation, student work, textbook/instructional resources purchasing plans, Early Release Day Impact Teacher Survey Results, Agendas and Minutes from District Curriculum Committee, Agendas and Minutes from District Standards Committee, Early Release Day Agendas and Sign-in Sheets and No Child Left Behind Highly Qualified Report

Interviews with assistant superintendent(s), central office staff, classified staff, district leadership, media specialist, parents, school leadership, students, superintendent and teachers

Observations of classrooms, common areas, computer lab, hallways and media center

Performance Rating 2

- 3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.

The comprehensive district improvement plan states that "district leadership will monitor instructional practices to ensure that effective and varied instructional strategies are implemented in classrooms". District leadership does not conduct walkthroughs but has a plan to initiate walkthroughs for the 2011-12 school year. This planned process does not focus on rigorous, authentic or research-based instructional strategies (e.g., questioning techniques, formative assessments, learning targets, active student

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Performance Rating 2

engagement). District leadership does not monitor to ensure that school leadership is providing professional development in research-based instructional strategies or monitoring the effective use of such strategies and activities by teachers in all classrooms. Walkthroughs by high school leadership sometimes occur, and teachers are given general feedback via a checklist, but specific meaningful feedback is not provided to teachers regarding instruction.

- 3.1b Instructional strategies and learning activities are aligned with the district, school and state learning goals and assessment expectations for student learning.

The comprehensive district improvement plan states that "district leadership will provide support, including resources and opportunities, to align instructional strategies and learning activities with student learning styles, diverse needs, and national/state/ local assessment goals with the focus on literacy and math". District leadership schedules weekly early release days for teachers to be trained on specific school-generated topics (e.g., differentiation, formative assessment, Common Core Academic Standards); however, district leadership does not monitor to ensure acquired strategies and learning activities impact student learning at the high school level. School leadership rarely provides specific feedback regarding strategies to address student learning needs, nor does district leadership monitor to ensure teachers provide activities that promote higher level learning. District leadership does not monitor to ensure that classroom activities are directly tied to Kentucky Core Academic Standards.

- 3.1c Instructional strategies/activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed.

The comprehensive district improvement plan states that "district leadership will assist schools in the identification, selection, and acquisition of instructional resources to reflect diversity and are developmentally appropriate for students". District leadership, in conjunction with some school representatives, has developed a Response to Intervention Model for Newport Independent Schools, but does not ensure that all schools use data to determine necessary interventions for individual students. Schools are

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Performance Rating **2**

encouraged to use Data Boards for monitoring student achievement, but district leadership does not ensure that teachers use these data to plan and modify instruction to address the unique needs and learning styles of all students. District leadership has no current formal process to identify instructional strategies used in the classroom. High school leadership requires teachers to submit lesson plans weekly, but teachers do not regularly receive feedback on these plans. Effective learning strategies (e.g., differentiation) have been addressed during early release time for teachers, but district and high school leadership do not regularly monitor the effectiveness of instructional strategies and activities in meeting the unique, diverse needs of students.

- 3.1d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.

District leadership attends job fairs at Northern Kentucky University, Xavier University, and University of Cincinnati in an effort to intentionally recruit a diverse, highly qualified teaching staff, but these efforts have not been successful. District leadership has not ensured that all teachers are appropriately certified. Thirteen teachers in the district are not highly qualified according to the No Child Left Behind Highly Qualified Report, with four of those being at the high school. District leadership provides a new teacher program that consists of one half-day summer training and some additional meetings throughout the year. District leadership provides weekly early release days for teachers, but does not consistently assist high school leadership in planning or delivering professional activities focused on current professional practices to challenge and motivate student learning. Although most teachers at the high school participate in these sessions, district leadership does not monitor to ensure that these sessions impact classroom practice.

- 3.1e There is evidence that teachers incorporate the use of technology in their classrooms.

The board has adopted an Access to Electronic Media policy (08.2323) which defines acceptable use of technology in the district; however, district leadership has not monitored to ensure that all school councils have adopted a technology policy or procedures to evaluate the effective use of technology

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Standard 3 **Instruction**

Performance Rating 2

in instruction. School leadership has adopted policies regarding the alignment of technology utilization with state standards however district leadership has not ensured that procedures are in place to implement this policy. The comprehensive district improvement plan states that technology "resources will support instructional programs that actively engage all students". District leadership assists school Technology Committees with needs assessments and decisions regarding KETS funding. The library media specialist at the high school serves in the role as building level technology coordinator to oversee the work of the school technology committee and to support regular technology integration into teaching and student work (e.g., Proficiency Quest, SharePoint). District leadership has provided some training to teachers on the effective use of technology in instruction (e.g., Thinkfinity, Encyclomedia, teacher websites); however, they do not have a systematic process for evaluating proper implementation of available technology.

3.1f Instructional resources (textbook, supplemental reading, technology) are sufficient to effectively deliver the curriculum.

The board has adopted an Instructional Resources policy (08.232) which states that "within budgetary limits, schools or school councils shall establish an equitable method of allocating funds to purchase instructional resources." District leadership provides some assistance to the primary, intermediate, and junior high schools as required by statute and regulation, but it does not include provisions for targeting resources to low-performing students at the high school. Principals are expected to complete a purchase order request for resources that support the effective delivery of curriculum and submit it to district leadership for approval. District leadership does not monitor to ensure that high school leadership evaluates instructional resources necessary to impact the diverse needs of students and ensure that resources (e.g., textbooks for each child, smartboards) are current and enhance student learning.

3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.

The comprehensive district improvement plan states that district leadership will "provide direction and opportunities for teachers to analyze

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Standard 3 **Instruction**

Performance Rating 2

assessments.” Teachers are provided with weekly early release days, but this time is not used for analyzing student work and classroom assessments. High school teachers sometimes meet by department to examine student work, but district and school leadership do not monitor to ensure that teachers regularly and collaboratively analyze the work and use results to inform classroom practice. District leadership does not have a systematic process for analyzing student work and does not support high school leadership in providing a protocol for the purpose of informing instruction.

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Standard 3 **Instruction**

Performance Rating **1**

3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.

The board has adopted a Homework policy (08.211) which states that “each school shall establish standards for out-of-school assignments” and that “these standards shall encompass amounts and types of reasonable homework assignments by grade level”. The high school does not have a school council policy regarding homework. District leadership does not monitor to ensure that school homework policies and practices are established and homework assignments are equitable, developmentally appropriate, or offer a meaningful extension of classroom learning.

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Standard 3 **Instruction**

District leadership should ensure that school leadership and teachers receive professional development intentionally focused on current professional practices to challenge and motivate all students with research-based instructional strategies that promote high level learning through problem solving and critical thinking skills.

District leadership, school leadership and teachers should regularly collaborate to incorporate rigorous, authentic and research-based instructional strategies and learning activities in all classrooms to ensure that the unique, diverse learning needs of all students are met.

District leadership should ensure that technology is used in every classroom to enhance instruction. Each school should be equipped to provide equitable technology resources accessible to all students. Teachers should receive on-going, job embedded professional development on the effective use of technology to enhance instruction.

District leadership should systematically use monitoring processes to ensure that all classroom instruction is rigorous, effective, and student centered. District and school leadership should conduct regular classroom walkthroughs and provide timely, specific, and meaningful feedback to teachers so they can immediately adjust instructional practices to better meet the individual learning needs of students in their classrooms. District leadership should also directly monitor schools to ensure that teachers regularly collaborate to analyze student work for the purpose of informing instruction. District and school leadership should ensure that teachers are providing timely, specific and meaningful feedback to students on class work including classroom assessments and homework. This monitoring system should be consistent and ongoing with data collected and analyzed regularly to determine the impact of instructional practices on student achievement.

Resources:

Barr, R. & Parrett, W.H. (2007). *The Kids Left Behind: Catching Up the Underachieving Children of Poverty*. Bloomington, IN: Solution Tree. ISBN 1-932127-90-9

Developing Quality Open Response and Multiple Choice Items for the Classroom Office of Teaching & Learning (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).

<http://education.ky.gov/users/jwyatt/PlanningGuide/Developing%20KCCT-like%20Questions.pdf>

Marzano, R. J. (2003). *What works in Schools: Translating Research into Action*. Alexandria, VA: Association of Supervision and Curriculum Development.

Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-342-1

Whitaker, T. (2004). *What Great Teachers Do Differently*. Larchmont, NY: Eye on Education.

Winebrenner, S. (1996). *Teaching Kids With Learning Difficulties in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Challenge and Motivate Struggling Students*. Minneapolis, MN: Free Spirit Publishing Inc.

Wolfe, P. (2001). *Brain Matters: Translating Research into Classroom Practice*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Learning Environment**

Standard 4 **School Culture**

Findings For This Standard Are Based On:

Review of community involvement programs, employee handbooks, examples of school to home communications, Family Resource Youth Services Center documentation, media materials and inventory, record of home visits, records of teacher certification/experience, safe schools data reports, school event calendar, school mission, belief and vision statements, school newsletter, school procedures manual, school profile, School Report Card data, school Web pages, school/district safety plan, student handbook, student/parent/staff handbooks and student/teacher ratio

Interviews with assistant superintendent(s), central office staff, district leadership, Family Resource/Youth Services Center personnel, local board of education members, parents, superintendent and teachers

Observations of classrooms, common areas and hallways

Performance Rating 2

- 4.1a There is leadership support for a safe, orderly and equitable learning environment (e.g., culture audits/school opinion surveys).

The board has adopted a Safety policy (05.4), and district leadership has developed procedures (e.g., Newport Independent Schools Emergency Management Response Plan) to promote a safe, orderly and equitable learning environment for students and staff. District leadership monitors emergency drills conducted in the schools and reports emergency evacuation plans to emergency personnel. Plans and policies are shared with staff at the beginning of the school year. District leadership has policies and procedures to address grievances among students and staff, and these are listed in documents such as the student code of conduct and classified employee handbook. Many parents are not aware of their rights under these guidelines and contact the high school Youth Service Center coordinator when issues occur to get assistance. District leadership evaluates the learning climate through surveys but has not implemented plans to address their concerns at all schools. District leadership has not conducted walkthroughs in the high school to evaluate the learning climate. Culture or school opinion surveys have been conducted at some of the schools which indicate that parents, students and staff have some concerns about their safety and fairness in the administration of discipline procedures. Parents often contact the district leadership to express concerns about their child's safety at the high school.

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Standard 4 **School Culture**

Performance Rating 2

Comments from parents, students and school staff reflect their concerns about a lack of equity within and across schools with regard to handling discipline. Information from surveys and interviews with representatives from various stakeholder groups indicates that discipline policies and procedures are not consistently applied across demographic groups, and classroom teachers apply discipline measures with their own interpretation. Parents at the high school are rarely involved in the decision making process about school culture and are usually only contacted when discipline and attendance problems arise.

- 4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.

District leadership articulates high expectations for all students, but this is not evident at the high school. These expectations are expressed in the district mission and vision statements but are not manifested in the learning experiences of all students. District leadership supports the use of early release days for teachers to collaborate and to share successful strategies to improve student learning; however, the high school does not take advantage of this opportunity for collaborative planning. Although the Parent Teacher Association plans events at the high school, some parents report an unwelcoming atmosphere when coming to the school and are reluctant to visit and participate in their students' learning environment. The schools hold open house events at the beginning of the school year and provide parents with information about the school. District leadership celebrates student and school academic success throughout the school year (e.g., Four A Awards, posters with Interim Progress Report data, student awards, vocational competitions, scholarships). Students are sometimes recognized at board meetings for their achievements. There is no regular district newsletter that is sent to families, community groups, or schools to publicize student performance results or to recognize success among students and staff; however, the Parent Teacher Association at the high school publishes a newsletter. Some information about district events and news is available on the district website. Information about student academic progress and attendance is also communicated to parents through Infinite Campus. District leadership and high school leadership have failed to fully and effectively engage parents in the teaching and learning processes of their children.

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Standard 4 **School Culture**

Performance Rating 2

- 4.1c Teachers hold high expectations for all students academically and behaviorally and this is evidenced in their practice.

District leadership articulates high expectations for all students academically and behaviorally, but these expectations are not reflected in high school instructional practices; monitoring is limited. School councils have adopted the academic, behavioral, and classroom management policies as outlined in the Newport Independent Schools Student Code of Conduct and School Information handbook. District leadership does not consistently or effectively review or monitor the implementation of classroom management or academic and discipline policies and procedures at the high school. Stakeholders express concern about how students of differing racial groups are targeted and treated in the classroom at various athletic junctures throughout the school year.

- 4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.

District leadership involves teachers and school leadership in decision making about teaching and learning through involvement in committees such as the district Standards Committee. There is little opportunity provided for nonteaching staff to participate in these decisions.

- 4.1e Teachers recognize and accept their professional role in student success and failure.

The district comprehensive improvement plan states that teachers will collaborate to recognize and accept their professional roles in efforts to improve student success, but this is not evident in teacher practices at the high school. District leadership provides opportunities for all teachers to meet to reflect on their professional roles in student success and failure. High school teachers indicate that they care about their students. However, not all high school staff members are consistently held accountable for setting high expectations for themselves and for their students or for providing challenging and engaging classroom instruction for students. Some teachers fail to recognize their professional responsibility for whether students succeed or fail and make excuses (e.g., students, discipline, classroom

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Standard 4 **School Culture**

Performance Rating 2

management, staff and parents with low expectations, lack of parental involvement) for low student performance.

- 4.1f The school intentionally assigns staff to maximize opportunities for ALL students to have access to the staff's instructional strengths.

Classroom teachers are assigned to their areas of certification, and most are classified as highly qualified in their assignments. The teacher/student ratio at the high school is 1:25 and is in compliance with School Staffing Policy (02.4331). The school councils monitor the school enrollment and staff assignments. District leadership occasionally works with school principals to ensure that staff assignments maximize the learning opportunities for all students; however, these efforts are not always reflected in the hiring and placement practices at the high school. As a result, staff members are sometimes assigned to roles that are not necessarily in the best interests of students. These assignments sometimes limit the use of the strengths of staff to meet the learning needs of all students.

- 4.1g Teachers communicate regularly with families about individual student progress (e.g., engage through conversation).

The board has adopted a Grading policy (08.221) that requires student progress reports. The progress report is to clearly state the student's performance levels, and the report is to be delivered to parents periodically. Student academic progress is also communicated through Infinite Campus and teachers are encouraged to contact parents. Parent teacher conferences are held twice annually. Parent participation in these conferences varies with the grade levels of the students. The district report card indicates that 1672 students had a parent or guardian attend at least one parent-teacher conference in 2009-10. The Director of Pupil Personnel makes telephone calls and home visits for attendance and academic matters. Some classroom teachers at the high school occasionally make home visits.

- 4.1h There is evidence that the teachers and staff care about students and inspire their best efforts.

District leadership works with school leadership and the Youth Service Center coordinator at the high school to identify ways in which the school can

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assist students and their families in efforts to reduce barriers to learning. Some teachers demonstrate their care for students by attending extra-curricular activities after school hours, providing resources (e.g., clothes, shoes, personal items) for students, and sponsoring school clubs. The coordinator also makes home visits to provide non-cognitive services (e.g., bill payment, food, clothing) to families in efforts to help remove barriers for students to remain in school. District leadership has proposed a plan to address truancy and teenage pregnancy as part of strategies to reduce the dropout rate, but the plan has not been approved or implemented. A toddler childcare program is being implemented to prevent dropouts among teenage parents. District leadership has implemented an Invisible Mentor program that is designed to informally pair mentors (e.g., high school staff, volunteers, community members) with students. These mentors develop trusting relationships with students in efforts to keep them in school. District leadership does not regularly conduct perception surveys to determine if district and school staff members are perceived to care about students.

- 4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.

Parents and community members are notified about the district and its schools in a variety of ways. Teachers and staff use email, telephone calls, and progress reports to communicate with parents. Other means of communication include school and district websites, Wildcat television channel, and local newspapers. The Youth Service Center coordinator at the high school sends home a weekly calendar and a monthly newsletter. Although these methods of communicating with parents exist, they are mostly one-way and are not always current. Parents are rarely asked to give insight to student behavior and academic performance.

- 4.1j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).

District leadership does not have a systematic plan for celebrating the achievements of students. Although students are recognized on occasion when achievements are made, the process is not systematically implemented or widely known to all stakeholders. Students are recognized at the high school and are sometimes recognized at board meetings by district

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leadership. Partnerships with community organizations and businesses provide resources as awards to celebrate student achievement. There is no systematic, comprehensive program implemented to recognize student work through district-sponsored exhibitions.

- 4.1k The school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.

District leadership provides extensive support for meeting the physical, social and economic needs of students through accessing an array of community resources (e.g., Children, Inc., Invisible Mentors, Brighton Place, Neediest Kids of All). Efforts to address racial diversity in the district have been much less successful. Although 22 percent of students in the district are African American or multi-racial, there is an absence of racial diversity among district staff members (e.g., only two African American teachers in the district, both female and none at the high school). There is not an aggressive, community-based, comprehensive recruiting program (e.g., recruiting at Historically Black Colleges and Universities, urban areas, soliciting minority recruiters from the community) in the district to address the recruitment and retention of a racially-diverse staff to ensure an adequate number of highly qualified, ethnically-diverse teachers and administrators as role models for students. District leadership offers opportunities for school staff to examine instructional practices that address unique learning needs to match the cultural, intellectual and physical attributes of students; however, there is no comprehensive systematic program to ensure these efforts are effective.

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Summary of recommendations in: **Learning Environment**

Standard 4 **School Culture**

District leadership should work with school leadership, community leaders, board members and parents in developing an intentional comprehensive plan to improve school culture and climate. This plan should include a focus on recruiting diverse faculty (e.g., African American males), building healthy relationships with students and families, and training all staff on meeting the needs of a diverse, urban student population. Minority community stakeholders should be solicited to assist with this initiative.

District leadership should review, revise and implement a plan to address habitual truancy, particularly at the high school, and other risky behaviors that may become barriers to student learning and achievement at all levels. This plan should be focused and ongoing and should include input from all stakeholders.

District leadership should collaborate with teachers and non-certified staff in making decisions about teaching and learning.

Resources:

Beaudoin, M.& Taylor, M. E. (2004). *Creating a Positive School Culture: How Principals and Teachers Can Solve Problems Together*. Thousand Oaks, CA: Corwin Press. ISBN: 1-4129-0492-7

Deal, T.E. & Peterson, K.D. (1999). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.

Decker, L.E. & Decker, V.A. (2001). *Engaging Families & Communities: Pathways to Educational Success*. Fairfax, VA: National Community Education Association. ISBN: 0-939388-19-4

Gay, G. & Banks, J. A. (2001). *Culturally Responsive Teaching: Theory, Research, and Practice (Multicultural Education Series, No.8)*. New York, NY: Teachers College Press.

Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

Ladson-Billings, G. (1997). *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco, CA: Jossey-Bass.

Whitaker, T., Whitaker, B. & Lumpa, D. (2000). *Motivating & Inspiring Teachers: The Educational Leader's Guide for Building Staff Morale*. Larchmont, NY: Eye on Education. ISBN: 1-883001-99-4.

Zmuda, A., Kuklis, R. & Kline, E. (2004). *Transforming Schools, Creating a Culture of Continuous Improvement*, Alexandria, VA: Association for Supervision and Curriculum Development.

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Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, civic group programs/agenda, community involvement programs, examples of school to home communications, Extended School Services program overview and data, Extended School Services Schedule, Family Resource Youth Services Center documentation, Family Resource Youth Services Center grant proposal, parent and community member workshop schedule, policies and procedures on access to student records, record of home visits, school council policies and bylaws, school event calendar, School Report Card data, student handbook and student/parent/staff handbooks

Interviews with assistant superintendent(s), central office staff, community members, district leadership, Extended School Services director/staff, Family Resource/Youth Services Center personnel, teachers and volunteers

Observations of classrooms, common areas and hallways

Performance Rating 2

- 5.1a Families and the community are active partners in the educational process and work together with the school district staff to promote programs and services for all students.

District leadership has the assistance of many programs that promote services for all students. These include the thirty-six agencies that work with the district to provide services to students and their families to eliminate barriers to learning. In addition, the district has alliances with organizations (e.g., Brighton Center; Children, Inc.; Head Start; Socialization, Transition, Reflection, Innovation, Vocation, Education Partnership (STRIVE) for College Collaborative; Cooperative Extension Service of Campbell County) to assist families in all aspects of living productively. District leadership works with Newport community leaders to curtail the dropout problems and provide assistance in keeping students in school (e.g., Invisible Mentoring). In the high school, efforts with the Youth Service Center and community (e.g., Upward Bound, 21st Century) offer programs that provide students opportunities to continue their high school education and graduate. District leadership does not always involve parents when addressing issues facing the school system, limiting parental involvement. Parents expressed concern that they do not feel welcome at the high school and are hesitant to become involved in school activities and programs.

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Standard 5 **Student, Family and Community Support**

Performance Rating 2

- 5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Service Centers, Extended School Services).

The board has adopted a Curriculum policy (08.1), and district leadership has procedures to ensure that all students have equal access to the common academic core, but monitoring to ensure implementation of the policy does not occur. Students have access to all services provided by the Youth Service Center, Extended School Services, and guidance services provided by the counselor at the high school. Some technology is provided at the high school (e.g., PLATO, Read 180, Compass Learning), but few programs are being effectively implemented because of lack of resources and training. District leadership regularly monitors programs funded from federal and state grants to ensure compliance with regulations.

- 5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.

District leadership supports instructional practices to reduce barriers to learning (e.g., Family Resource Youth Service Centers, Extended School Services, Title I). Policies and procedures are in place to refer students for health and social services (e.g., Youth Service Centers, School Based Health and Wellness Center, Campbell County Health Families and Children, Brighton Center, Children, Inc., Head Start, Partnership for Younger Children in the Neighborhood). These opportunities are communicated to students, staff and families throughout the district by various means such as newsletters from Youth Service Centers and Parent Teachers Association, mass media and the district website. Cultural diversity training has not been provided for all teachers to help them understand various learning needs and styles. District leadership did provide a program for World Unity Day, but not all high school teachers chose to participate. District and school leadership do not collaborate to ensure all student assignments for instruction are based on identified student needs.

- 5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.

The board has an Extended School/Supplemental Educational Services

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Summary Findings in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

Performance Rating 2

policy (08.133AP.1) stating that Extended School Services (ESS) will be provided to students needing additional assistance to learning. This policy states: "Students receiving a failing grade of (F) in math or language arts (reading, spelling or English) on their quarterly grade report shall attend the ESS program. Students shall continue to attend the program until they are excused through one of the following methods: 1. They improve their grade to a "D" or better by the next grading period; or 2. On recommendation of the principal and the classroom teacher, having improved their grade to a "D" or better, as indicated by the mid quarter progress report." ESS is available at the high school, but there are no entry or exit forms being used by students to access this service. Faculty verbally recommends students to ESS. District and school leadership do not ensure that the board policy is implemented as stated. Teachers report that getting students to stay after school is very difficult. District leadership has offered resources to the high school for a daytime waiver, but this has not been accepted. There is a district coordinator for the Family/Youth Service Centers, and the district has provided a director for every school. The director at the high school provides many additional services through cooperative agencies (e.g., Reality Store with 4H, "Kids café" with back packs, Drug and Alcohol Counseling, Wal-Mart grant for clothing, Neediest Kids of All). The district has established a High School Wellness Center for health needs of students.

5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.

District and school leadership collaborate to ensure procedures for the maintenance, security and quality of student records are in compliance with state policy. The database system, Infinite Campus, is used by the district to record information pertaining to student academic progress and attendance. All information is secured in a centralized database. Through the Parent Portal, parents can monitor student progress; however, district surveys report limited availability of internet for parents. The high school secured the services of a retired teacher to work with individuals in developing or revising Individual Learning Plans (ILP) for every student. District leadership does not monitor to ensure that school leadership provides opportunities for these to be collaboratively developed by the student, parents and advisor. As a result, there is little parent involvement in this process.

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Summary of recommendations in: **Learning Environment**

Standard 5 **Student, Family and Community Support**

District leadership should devise a plan to ensure that all teachers understand the impact of cultural differences on learning, particularly as this relates to urban schools.

District leadership should monitor the use of Extended School Services (ESS) at the high school to ensure that students needing additional instructional assistance are referred to this program. The high school should observe the established board policy for ESS and implement usage as directed in the policy.

Resources:

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., Van Voorhis, F. L. (2002). *School, Family, and Community partnerships: Your Handbook for Action* (2nd ed.). Thousand Oaks, CA: Corwin Press, Inc.

Henderson, A. T. & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*. Austin, TX: Southwest Educational Development Laboratory.

Mosaic Youth Center Board. (2001). *Step by Step: A Young Person's Guide to Positive Community Change*. Minneapolis, MN, Search Institute.

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Summary Findings in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

Findings For This Standard Are Based On:

Review of attendance records, brochures, pamphlets, certified personnel evaluation plan and process, committee meeting minutes and agenda, committee rosters, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, district Effective Instructional Leadership Act records (EILA), district personnel evaluation system and documentation of implementation, employee handbooks, enrollment data, faculty meeting agenda, Implementation and Impact Checks, individual professional growth plans, Interstate School Leadership Licensure Consortium (ISLLC) Standards, job descriptions, Local Educator Assignment Data Report (LEAD), needs assessment data, professional development records, professional resource materials, records of teacher certification/experience, school budget and allocations, school improvement planning team meeting minutes and agenda, school procedures manual, school profile, school Web pages, staff development agenda, state statute and regulation, student/parent/staff handbooks, textbook/instructional resources purchasing plans and various surveys

Interviews with assistant superintendent(s), central office staff, district leadership, students, superintendent and teachers

Observations of classrooms, common areas, media center and outdoor areas

Performance Rating 2

- 6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.

District leadership provides professional development opportunities for district and school leadership. District leadership provides school leadership with some information and training for professional development opportunities focused on data analysis of assessment, new common core standards, curriculum mapping and instructional leadership. District leadership states the expectation that school leadership will ensure that every employee participates in professional development activities directly tied to individual teacher growth. District leadership reviews the professional development plans and agendas submitted by the principals for alignment with district expectations. However, school leadership is charged with providing for presentation, follow up and implementation of teacher professional development. District leadership has minimal visibility at professional development trainings at the high school. District leadership

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Performance Rating 2

states the expectation that principals will monitor and support teachers in professional development choices. Some individual growth plans are driven by needs of the departments; therefore, individual growth of all certified and classified staff to successfully impact and improve student achievement is not ensured.

- 6.1b The school has an intentional plan for building instructional capacity through on-going professional development.

District leadership provides training, resources and funding to school leadership in areas of district required professional development. Most professional development planning occurs at the school level with review at the district level. District leadership does not collaborate with school leadership to develop and implement an intentional plan for building the capacity of the instructional staff to impact student achievement. Professional development activities seldom scaffold to build on previous experiences to support job-embedded, continuous improvement. There is no formal, systematic process by which plans for early release professional development is submitted for district approval. Contrary to the board Professional Development policy (03.19), professional development plans are not submitted for review and comment.

- 6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.

The responsibility for determining which professional development opportunities are presented to school staff rests primarily on school leadership with limited monitoring from district leadership. The current district and high school improvement plans include some professional activities that are connected to goals for student learning. District leadership does not ensure that there is an intentional planned sequence of professional development activities developed at all schools before professional development is delivered.

- 6.1e Professional development is on-going and job-embedded.

District leadership does not ensure that most professional development activities are job-embedded and ongoing. Many professional development

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Performance Rating 2

activities are single events with little or no follow-up activities to ensure continuous growth.

6.1f Professional development planning shows a direct connection to an analysis of student achievement data.

District leadership does not ensure that all professional development activities are directly connected to student learning needs as determined by data analysis. District leadership reviews school professional development plans and provides assistance for revision when warranted. Early release day professional development plans are determined by school leaders and plans are reviewed by district leadership if submitted by the school in a timely manner. The high school does not always submit their plan for early release days.

6.2a The school/district provides a clearly defined evaluation process.

The board has adopted an Evaluation policy (03.18) for certified personnel evaluation. District and school leadership do not fully implement this policy. Policy procedures state that "All evaluations of certified employees below the level of the district superintendent shall be in writing on formative and summative evaluation forms and copies of evaluation forms will become part of each person's personal file". Summative evaluation instruments for past years are not always included in all personnel files. Individual growth plans are not always developed and archived according to guidelines (e.g., cooperatively between the teacher and principal) nor as a "part of the evaluation as an assistance tool to help the teachers and administrators become more proficient."

6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.

The board has adopted a Budget Planning and Adoption policy (04.1) to equitably allocate resources among schools. Individual teachers may request out-of-district training by completing a Request for Professional Development Leave form and providing justification on how the training will impact school improvement. District and school leadership do not have formal procedures in place to effectively monitor and evaluate the impact of professional

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Performance Rating 2

development activities and expenditures on meeting the unique needs of students.

- 6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.

The Newport Certified Personnel Evaluation System specifies that individual growth plans will be cooperatively developed, implemented, monitored and used as a tool for evaluation at district and school levels, but district leadership does not ensure that this consistently occurs. There is some balance between individual needs and school and district goals in individual growth plan activities. District leadership has not implemented a formal process to ensure that all individual professional growth plans will meet their written evaluation procedure expectations.

- 6.2d Leadership provides and implements a process of personnel evaluation which meets or exceeds standards set in statute and regulation.

The district certified evaluation process adopted by the board has been approved by the Kentucky Department of Education and meets all requirements of state statute and regulation. District leadership provides technical assistance to evaluators to increase their capacity to implement this evaluation system. District leadership monitors for compliance (e.g., deadlines met, summative evaluation forms, etc.) but has not ensured full implementation of the process (e.g., missing summative evaluations, incomplete growth plans for some staff). District leadership provides little monitoring on the quality or impact of the certified evaluation process on professional practice.

- 6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.

The comprehensive district improvement plan does not significantly address instructional leadership needs. District leadership does provide a significant array of professional growth opportunities for school and district leaders through such resources as Effective Instructional Leadership Act (EILA),

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Performance Rating 2

Mayerson Academy and local and national universities.

6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practice.

District leadership does not ensure that the high school leadership provides certified employees with timely or ongoing feedback and support during the evaluation cycle, either to address issues that may arise on the summative evaluation or to reinforce positive changes in practice. Little or no monitoring or support (e.g., district walkthroughs, district leadership visibility) from district leaders is provided at the high school.

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Standard 6 **Professional Growth, Development, and Evaluation**

Performance Rating **1**

6.1c Staff development priorities are set in alignment with goals for student performance and the individual professional growth plans of staff.

District leadership does not systematically and consistently monitor to ensure that the professional growth plans of district and school leadership and staff members are intentionally aligned to the goals for student performance in the district and school improvement plans. District leadership also does not monitor to ensure connectivity of individual growth plans to professional development activities for improving student learning.

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Summary of recommendations in: **Learning Environment**

Standard 6 **Professional Growth, Development, and Evaluation**

District leadership should collaborate with school leadership to develop and implement an intentional plan to build the capacity of the instructional staff to impact student learning. This plan should be based on analyses of student and teacher needs.

District leadership should develop a systematic process to monitor and evaluate all professional development activities. Professional development activities should scaffold to build on previous experiences to support job-embedded, continuous improvement. Early release day professional development should have a definitive plan submitted for review by district leadership at least 30 days prior to scheduled activities.

District leadership should include definitive timelines and a process for monitoring the complete implementation of certified evaluations and individual growth plans as written in the board Evaluation Policy (03.18).

Resources:

Danielson, C. & McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, VA: Association for Supervision & Curriculum Development.

Developing Individual Professional Growth Plans. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). SISI Toolkit, Standard 6.
http://www.education.ky.gov/SISI_Toolkit/Standard%206/Documents/individual%20Professional%20Growth%20Plan%20-%20example.doc

Diaz-Maggoli, G. (2004). *Teacher Centered Professional Development*. Alexandria, VA: Association for Supervision & Curriculum Development.

DuFour, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond when Kids Don't Learn*. Bloomington, IN: National Educational Service.

Guskey, T. R. (1999). *Evaluating Professional Development*. Thousand Oaks, CA: Corwin Press, Inc.

Killion, J. (2007). *Assessing Impact: Evaluating Staff Development*. Thousand Oaks, CA: Corwin Press, Inc.

Professional Development Resources. ((Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
<http://education.ky.gov/KDE/Administrative+Resources/Professional+Development/>

Reeves, D.V. (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: Association for Supervision & Curriculum Development.

SISI Toolkit Standard 6. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601). http://www.education.ky.gov/SISI_Toolkit/Standard%206/Standard%206%20By%20Standards.htm

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Summary Findings in: **Efficiency**

Standard 7 **Leadership**

Findings For This Standard Are Based On:

Review of certified personnel evaluation plan and process, committee meeting minutes and agenda, community involvement programs, comprehensive district improvement plan, comprehensive school improvement plan, curriculum documents, curriculum maps, district budget and allocations, district Effective Instructional Leadership Act records (EILA), employee handbooks, Extended School Services program overview and data, facility inspection reports, Implementation and Impact Checks, individual professional growth plans, job descriptions, Kentucky Performance Report disaggregated data, master school schedule, professional development records, school council meeting agenda and minutes, school council policies and bylaws and school/district safety plan

Interviews with assistant superintendent(s), central office staff, community members, counselor, curriculum resource specialist, district leadership, Extended School Services director/staff, local board of education members, parents, school council members, school leadership, students, superintendent and teachers

Observations of common areas

Performance Rating **3**

7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.

The board has adopted policies [e.g., Safety (05.4), Fire Drills (05.41), Building Lockdowns (05.411)] and developed procedures to ensure a safe, healthy and orderly environment for students and staff. A variety of drills (e.g., fire, earthquake, severe weather, lockdown) are conducted on a regular basis and reported to district leadership via the Newport Independent Schools Drill Schedule and Log. School and district personnel conduct facility inspections monthly and submit a report to district leadership. Emergency procedure flip-charts are provided to all schools, and each school has been provided an Emergency Management Manual. Trainings in the use of the emergency procedures are provided to school leadership at the beginning of the school year, with follow-up sessions occurring at mid-year.

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Standard 7 **Leadership**

Performance Rating **2**

7.1a Leadership has developed and sustained a shared vision.

In 2005, district leadership contracted with SchoolMatch to facilitate a process that resulted in vision and mission statements, belief statements and a five year strategic plan to guide systemic change between the years of 2005 to 2010. The process consisted of numerous sessions, involving over 100 school and community stakeholders. The district vision is not formally referenced as a guide when making decisions or intentionally shared or made visible in the community. Presently, district leadership is making plans to update and revise the 2005-2010 strategic plan.

7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.

Each school principal, accompanied by a teacher and parent representative from their school council, presents the board with student achievement and progress reports at board meetings on a rotating and regular basis. This information influences some of the decisions made by the board (e.g., providing additional staffing beyond school council allocation) and is used when evaluating the superintendent and developing his evaluation goals. Additional current data are shared with board members via e-meeting emails in a timely fashion [e.g., Measures of Academic Progress (MAP) results, American College Test (ACT) results, Compass Learning]. District leadership secures some input from school leadership by including principals and teacher leaders on district committees (e.g., Curriculum, Standards) and by conducting principal meetings bi-monthly. However, there is not a systematic process to proactively and consistently consult with school staff or union leadership before making decisions that affect them.

7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into school's plan.

District leadership disaggregates and analyzes data from a variety of sources (e.g., Kentucky Interim Performance Report, No Child Left Behind Adequate Yearly Progress reports, ACT and MAP data) on a regular basis (e.g., Data Retreats, Curriculum Committee, Standards Committee). Results of these

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Standard 7 **Leadership**

Performance Rating 2

analyses are referenced in the comprehensive district improvement plan and the comprehensive school improvement plans. Disaggregated data are used to compare the achievement of students in targeted populations to their peers, identify achievement gaps, and set district and school goals. These data inform some decisions for addressing the needs of a diverse population (e.g., Bubble Kids, Live Scoring, alternate portfolios) but do not always perpetuate a change of instructional practices, especially at the high school.

- 7.1e Leadership ensures all instructional staff have access to curriculum related materials and the training necessary to use curriculum and data resources relating to the learning goals for Kentucky public schools.

District leadership has provided each school with copies of Kentucky Core Content, version 4.1. District leadership provided training to school leadership in the use of the document and assigned school leadership the responsibility of disseminating and explaining the information to the faculty. District leadership provides training (e.g., Kentucky Core Academic Standards) to the schools via the curriculum and standards committees which are made up of school leadership and teacher leaders from each school. It is the responsibility of school leadership to disseminate new information to the faculty and ensure that school staff members understand how to use the curriculum resources. However, in neither case does district leadership monitor to ensure that school leadership effectively fulfills this responsibility. District leadership does offer new teacher training to all new staff members in an attempt to assure a common understanding of district curriculum maps and curricular resources.

- 7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.

District leadership encourages school councils to adopt policies that reflect best practices, including protection of instructional and curricular time and has contracted the services of a consultant to assist the councils in developing and implementing policies and practices. However, district leadership considers the minimizing of disruptions and protection of curricular time to be a school leadership matter and does not monitor to ensure implementation of these practices.

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Performance Rating 2

- 7.1g Leadership plans and allocates resources, monitors progress, provides the organizational infrastructure, and removes barriers in order to sustain continuous school improvement.

District leadership allocates resources to school councils according to formulas based on projected student enrollment. Actual allocations meet or exceed the state minimum requirement. Schools may seek additional funding to meet their unique needs by requesting Section 7B funds. Other than required program monitoring (e.g., Title I) and reporting program usage (e.g., Proficiency Quest, Compass Learning), monitoring for instructional impact is minimal. While district leadership has provided the high school with some educational software and curricula to help address student academic needs, the lack of technology at the high school hinders the potential benefit these interventions could provide. More importantly, the “hands-off” approach that is prevalent at the district level when dealing with the high school, and the high school’s history of an uncooperative spirit have created one of the major barriers to continuous school improvement. This lack of professionalism and either unwillingness or inability to resolve conflict has resulted in a toxic and dysfunctional environment at leading to mistrust and fault-finding rather than problem-solving among the board, district leadership, union and the high school leadership and staff.

- 7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.

District leadership has contracted the services of a consultant in school based decision making to ensure that required council policies and by-laws are in place, but district leadership does not monitor the implementation of the policies. District leadership will assist the school councils, if the council requests their assistance.

- 7.1j There is evidence that the SBDM council has an intentional focus on student academic performance.

The superintendent assigned district liaisons to school councils until this school year, 2011-12. The superintendent chose to suspend this support this year due to reconfiguration of schools and strained relations and perceived mistrust between the district and the high school council. Presently, district

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Performance Rating 2

leadership attends high school council meetings only if their presence is requested at a meeting or as a necessity in order to coordinate a district initiative.

- 7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.

The superintendent uses a professional growth model to evaluate principals for the purpose of building capacity and of holding them accountable for student achievement. He works with principals through numerous, informal meetings to discuss school and district issues and to assist them in finding solutions to problems and building skills for addressing these issues that impede student achievement. Much of this work is recorded in notes, folders and boxes of supporting materials submitted by principals, but it is not always formally documented through the principal evaluation protocol. Use of the principal evaluation protocol and individual growth plan is inconsistent, with numerous instances of missing evaluation paperwork or individual growth plans not present in personnel files. He has used this growth process to work to correct deficiencies and to assist principals in difficult situations, but the process has not always resulted in timely action, allowing untenable situations to continue, sometimes for extended periods of time. There are few instances of corrective action plans being developed for struggling principals. The superintendent and his district level staff provide extensive opportunities for training and extended coaching for principals and other administrators, using such resources as the Mayerson Academy, Effective Instructional Leadership Act offerings, partnerships with local businesses, universities and private agencies and foundations.

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Standard 7 **Leadership**

Performance Rating **1**

7.1c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.

Not all school administrators have individual professional growth plans on file at the central office. Additionally, many administrator growth plans that are on file from previous years are incomplete (e.g., lacking the superintendent's or evaluatee's signature, date originated, evaluator's notation regarding whether plan objectives are achieved, revised or continued). Most growth objectives are appropriate, but some proposed objectives and the procedures and activities for achieving them are more action plans for completing job responsibilities than activities that will promote administrator professional growth. The superintendent does not always collaborate with each administrator to establish professional growth plans and sometimes allows administrators to select their own goals and activities. The plans are seldom reviewed or revised. The absences of individual growth plans were also cited as a deficiency in the 2005 District Review Summary Report. The superintendent does use an executive coaching growth model to evaluate administrators.

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Standard 7 **Leadership**

The superintendent and school board should lead a collaborative initiative with district and school staffs, school councils and union leadership to move from the current environment of mistrust and fault finding to a mode of transparency and problem solving. This begins with acknowledging their individual and collective professional and personal responsibilities for the dysfunctional climate that presently impedes high student achievement and their efforts to effectively address the learning needs of children. They should identify and contract with a facilitator to mediate the process of honestly engaging in the “fierce conversations” that must occur in order to achieve this end.

The power of high expectations is only as strong as the clarity with which they are communicated and the degree to which all staff are held accountable for meeting them. These high expectations should be marked by clear, measurable goals that include not only what is expected but how success will be measured. Clear courses of action for meeting the goals should be established. Responsible staff members should then be held appropriately accountable for carrying out these initiatives. The district evaluation process should be fully and consistently implemented by all evaluators as a critical component of this process. Professional growth plans should reflect, in part, the expectations for the person being evaluated, and regular support, coaching and feedback should be provided to assist with the achievement of goals included in the growth plan. Any staff member unable or unwilling to carry out assigned responsibilities should be held appropriately accountable.

Resources:

DuFour, R., DuFour, R. & Eaker, R. (2004). *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*. Bloomington, IN: National Educational Service. ISBN 1932127283

Lambert, L. (2003). *Capacity for Lasting School Improvement*. Alexandria, VA: Association for Supervision & Curriculum Development.

Lewis, C. P. (1996). *Building a Shared Vision: A Leader's Guide to Aligning the Organization (Corporate Leadership)*. University Park, IL: Productivity Press.

Schmoker, M. (2006). *Results Now*. Alexandria, VA: Association for Supervision & Curriculum Development.

Stone, R. & Cuper, P. (2006). *Best Practices for Teacher Leadership*. Thousand Oaks, CA: Corwin Press.

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Summary Findings in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

Findings For This Standard Are Based On:

Review of categorical program financial reports, comprehensive district improvement plan, comprehensive school improvement plan, district budget and allocations, master school schedule, needs assessment data, organizational charts, school budget and allocations, school financial reports and Title 1 program plan

Interviews with assistant superintendent(s), central office staff, classified staff, community members, district leadership, Family Resource/Youth Services Center personnel, local board of education members, superintendent and teachers

Performance Rating 2

- 8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

The board has adopted a Program Evaluation policy (08.5) that states "the superintendent shall develop and implement a plan for the evaluation of educational programs. This plan shall include both objective and subjective measures of student outcomes." However, district leadership has not implemented a formal process to monitor the success or impact of these programs on student achievement. The superintendent holds monthly meetings with the principals and sometimes discusses the schools' use of the allocated resources. District leadership monitors allocated resources and expenditures as required by state and federal regulations. District leadership provides limited input to school leadership in organizing the programs of the school.

- 8.1b The master class schedule reflects all students have access to all the curriculum.

The superintendent states the expectation that the high school principal will ensure that the master schedule provides sufficient core subjects to all students. School principals submit the master schedule to district leadership. District leadership does not collaborate with school leadership in the development of the master schedule. District leadership has developed a Staffing Allocation Manual that describes the staffing process. The staffing allocations provided to the schools by district leadership meet or exceed state minimum requirements.

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Performance Rating 2

- 8.1c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.

The board has adopted a School Staffing policy (02.4331) that states "allocations shall meet the following staffing needs of the school: statutory class size caps based on projected student enrollment minus all state enrollment deductions; pupil contact hours as required by law and all other certified staff positions generated by District guidelines approved annually by the Board." The superintendent states the expectation that school leadership will allocate and assign the staff to meet the unique learning needs of the students. However, district and school leadership do not collaborate to ensure that the staff assignments are organized to maximize their impact on student achievement. District leadership allocates additional staff to the schools if requested by the school and written justification is provided.

- 8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.

The superintendent states the expectation that school leadership will monitor the use of resources, classroom management practices and school organizational structure to ensure that instructional class time is being used efficiently. However, there is no formal process to monitor that this occurs. District leadership does not perform walkthroughs in the high school to ensure that best instructional practices are being used and instructional time is being protected.

- 8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time; and integrated units).

The superintendent states the expectation that school leadership will provide time for common planning (e.g., team planning, department meetings, collaborative planning); however, district leadership does not monitor to ensure that this occurs. District leadership has provided some opportunities and resources for vertical planning and transition (e.g., early release days). District leadership provides some training to help school leadership

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Performance Rating 2

effectively manage staff planning time.

- 8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).

The superintendent states the expectation that high school leadership will design a master schedule to maximize instructional time. District leadership does not collaborate with the principal in developing the master schedule. There is no formal process to monitor that instructional time is being used to meet the unique learning needs of the students.

- 8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.

The board adopted the Budget Planning and Adoption policy (04.1) that allocates funds to the schools. In setting budget priorities, the board considers "results of the current needs assessment, recommendations resulting from the process and current District/school improvement and/or long range plans and revenue projections for the coming year." District leadership allocates funds to the schools according to a formula based on projected student enrollment. Schools may submit requests for Section 7 funds to the superintendent for submission to the board. The schools must include written justifications for the funds and their expected outcome on student achievement. District leadership, when asked, provides assistance to school councils in budgeting and use of allocated resources. The high school, however, has not been receptive to this assistance. District leadership provides budget reports to the board and school leadership to ensure that all program guidelines are being followed.

- 8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.

The board has adopted the School Budget and Purchasing (SBDM) policy (02.4242) that states "the board shall appropriate to each school an amount

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating **2**

of funds equal to or greater than that specified in 702 KAR 3:246. The board shall allocate Section 7 funds according to the options provided in 702 KAR 3:246. Based on the needs assessment conducted by the school, the council shall forward to the Board a list of those priorities no later than January 1 each year". The district budget process for discretionary funds and resources allocation is based on a formula that does not focus on the unique learning needs of the students in the high school. School leadership may submit written requests, with justification and expected outcomes, to the superintendent for additional funds. District leadership has not developed a formal process to monitor the use of allocated funds to measure their impact on student achievement.

8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.

The board has adopted the District Planning policy (01.111) that states "the plan shall include a mission statement, short- and long-term goals and objectives, priority needs resulting from a comprehensive needs assessment, established gap targets, strategies and activities along with supporting budgetary information, and a method of and schedule for evaluating the plan that includes implementation and impact checks on completion of plan activities and achievement of plans goals and objectives." The board has also adopted the Budget Planning and Adoption policy (04.1) that states "the superintendent shall establish procedures to include a needs assessment process to identify, confirm, reassess and/or prioritize recommendations regarding District goals for future financial emphasis. In setting budget priorities, the Board shall consider the results of the current needs assessment, recommendations resulting from that process, and current District/school improvement and/or long range plans." These policies are not fully implemented as written. District leadership provides budget and financial reports to the board at each monthly meeting. Financial reports are also provided to school leadership and school councils.

8.2d State and Federal Program Resources are allocated and integrated (Safe Schools, Title 1, Individuals with Disabilities Education Act, Family Resource/Youth Service Centers, Extended School Services) to address student needs identified by the school/district.

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Standard 8 **School Organization and Fiscal Resources**

Performance Rating 2

Categorical funds are allocated by a formula rather than being based on the unique learning needs of the students. District leadership monitors the categorical programs according to the state and federal requirements and guidelines. District and school leadership integrate some funds (e.g., Title I, Title II, Extended School Services) to address the goals identified in the comprehensive district and school improvement plans. However, district leadership does not monitor the use of the funds for their impact on student achievement.

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Summary of recommendations in: **Efficiency**

Standard 8 **School Organization and Fiscal Resources**

The superintendent should develop and implement systematic monitoring procedures for all district programs as outlined in the board Program Evaluation policy (08.5). These procedures should allow district leadership to determine the impact of the programs on student achievement. District leadership should hold school leadership accountable for monitoring and evaluating programs within their school.

Resources:

Lezotte, L. W. Stepping Up: Leading the Charge to Improve Our Schools. Okemos, MI: Effective Schools Products, Ltd.

Marzano, R. J., Waters, T. & McNulty, B.A. (2005). School Leadership That Works: From Research To Results. Alexandria, VA: Association for Supervision and Curriculum Development.

Kentucky Association of School Councils
Kentucky School Board Association

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Summary Findings in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

Findings For This Standard Are Based On:

Review of brochures, pamphlets, bulletin boards, exhibits and displays, comprehensive district improvement plan, comprehensive school improvement plan, Kentucky Performance Report disaggregated data and Kentucky's Core Content for Assessment

Interviews with central office staff and district leadership

Performance Rating 2

- 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.

District leadership collaborated with stakeholders to develop the vision and mission statements in the comprehensive district improvement plan for 2010-11. Some stakeholders represented more than one role group; for example, a teacher may also represent the parent role group. Belief and goal statements were developed by multiple stakeholders as part of the 2005-2010 Strategic Plan in the district planning process. These statements are presented to the general public through publication (e.g., district website, pamphlets, posters, board of education meetings). The public is encouraged to comment via the district website and at the board of education meetings.

- 9.2a There is evidence the school/district planning process involves collecting, managing and analyzing data.

The comprehensive district improvement planning process includes data from multiple sources, (e.g., Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, No Child Left Behind Adequate Yearly Progress Reports, Kentucky Interim Progress Report, comprehensive school improvement plans). The goals and objectives, priorities and action steps are based on some classroom assessments and student work that are analyzed as part of the comprehensive school improvement plans. Information from school Data Boards is used for developing the components of improvement plans.

- 9.2b The school/district uses data for school improvement planning.

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Summary Findings in: **Efficiency**

Standard 9 Comprehensive and Effective Planning

Performance Rating 2

School leadership submit the comprehensive school improvement plans to district leadership. District leadership analyzes data in the school improvement plans to develop a comprehensive district improvement plan that can identify trends within the district (e.g., comprehensive school improvement plans, Measures of Academic Progress, No Child Left Behind Adequate Yearly Progress Reports, Kentucky Interim Progress Report non-cognitive data). Some student work is included as part of this analysis. Data are not always used to inform instructional decisions to increase student achievement.

- 9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are viewed by the planning team.

Some educational research and programs are reviewed by district leadership (e.g., "Best Practices", Read 180, System 44, Expert 21) to determine which strategies will have the greatest effect on student achievement. District leadership has sought consultation with recognized experts (e.g., Mayerson Academy). District leadership uses local, state, and national standards to determine the goals and objectives of the plan (e.g., curriculum documents, scholastic audit reports). The district has formed a Standards Committee to implement the new standards.

- 9.3b The school/district analyzes their students' unique learning needs.

Each school disaggregates achievement data (e.g., No Child Left Behind Adequate Yearly Progress, Kentucky Interim Progress Report, Measures of Academic Progress) and non-cognitive data (e.g., enrollment, discipline data, suspension rate, attendance data) to identify students in targeted populations who are not reaching proficiency. Some data are used to determine the goals and action steps in the comprehensive district improvement plan (e.g., No Child Left Behind Adequate Yearly Progress, Reports, students with disabilities, students receiving free and reduced lunch).

- 9.3c The desired results for student learning are defined.

The goals and objectives in the comprehensive district improvement plan are clearly and concisely stated but are not always defined in measurable terms.

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Standard 9 **Comprehensive and Effective Planning**

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Not all goals and objectives are accompanied by benchmarks. Some of the benchmarks are general statements and not data driven.

9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.

District leadership sometimes collaborates with school leadership through monthly meetings to determine the strengths and limitations of the instructional and organizational effectiveness of the comprehensive district improvement plan (e.g., Measures of Academic Progress, data boards, analysis of student work).

9.4b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.

District leadership develops goals that are generally stated in clear and concise terms with some focus on increasing the capacity of the district and schools to improve student achievement. The comprehensive district improvement plan does not always provide measurable benchmarks that are consistently clear and monitored. When asked, district leadership provides school leadership with assistance in developing strategies to build capacities that will ensure sustained and consistent implementation of improvement plans by all schools. These strategies are not always formally monitored to measure impact on student achievement (e.g., Plato, Compass Learning).

9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.

Some action components in the district and school comprehensive plans are aligned and focused on closing achievement gaps between targeted populations of students (e.g., students on free and reduced lunch, students with disabilities, minority populations). Some goals, objectives and activities are research based and have limited focus on eliminating achievement gaps. The activities include some strategies to address achievement gaps (e.g., new biennial targets for eliminating achievement gaps, change in grade configuration, additional resources in reading and math).

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- 9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.

The comprehensive district improvement plan identifies the role groups of persons responsible for the implementation of strategies and activities rather than identifying individuals responsible for these tasks. Some timelines have been updated or continued for the 2010-11 school year, but these timelines do not always provide immediate impact on student achievement and classroom practices. Resources are adequate for the implementation of both school and district plans. Each component identifies a specific manager responsible for monitoring successful implementation of the component.

- 9.5c The means for evaluating the effectiveness of the improvement plan are established.

District leadership does not have an intentional, systematic, formal evaluation process outlined to determine the effect of the comprehensive district improvement plan on student achievement and classroom practice. School councils and principals report to the board progress made toward reaching the goals of the school improvement plan. Implementation and impact checks are provided to the board for at least an annual review.

- 9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.

The action components of the comprehensive district improvement plan are aligned with the mission statement. Belief statements are found in the 2005-2010 Strategic Plan. Some action components use strategies that yield predictable results for student learning (e.g., PLATO, Measures of Academic Progress, Interim Progress Reports).

- 9.6a The plan is implemented as developed.

District leadership provides resources and some support and direction during the implementation of the district and school improvement plans (e.g., professional development, early release days, data retreats). There is a lack of follow-up and evaluation of the impact of comprehensive district and school

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improvement plans on student achievement and classroom practice. Some district and school staff members are aware of the district improvement plan but are not always involved in its implementation.

- 9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.

District leadership collects and analyzes some data during implementation and impact checks to evaluate the effectiveness of the comprehensive district improvement plan. These checks are not conducted at regular intervals to evaluate progress. The 2010-11 plan is reviewed and changes are listed in bold print within the plan. Specific benchmarks and impact checks are not always used to assess the impact of the improvement plan on student achievement.

- 9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.

District leadership does not always evaluate the impact of the action components on student performance. Most action components lack benchmarks to measure the effect of the plan on student achievement and classroom practice. The addendum to the comprehensive district improvement plan includes a rationale and next steps for continuation of the plan (e.g., reading and math, immediate actions and persons responsible, special education and action plan and additions to the overall district plan).

- 9.6d There is evidence of attempts to sustain the commitment to continuous improvement.

District leadership does not consistently implement a systematic and ongoing process to measure progress toward the goals and their impact on classroom practice and student achievement. Modifications to the plan have been made.

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Summary of recommendations in: **Efficiency**

Standard 9 **Comprehensive and Effective Planning**

The addendum to the 2010-11 comprehensive district improvement plans should become part of the relevant goals and objectives of the plan and include benchmarks and an evaluation procedure.

The comprehensive district improvement plan should contain measurable benchmarks and specific evaluation procedures. The benchmarks should be reported at regular intervals and intentionally monitored to ensure that classroom instruction and student achievement are improved as a direct result of the goals and objectives in the improvement plan.

District leadership should conduct implementation and impact checks that are specific, measurable and reported at regular intervals. Component managers should present evidence of actual impact in terms of progress and success in student achievement.

Resources:

Comprehensive School Improvement Plan Data Analysis. Standards and Indicators for School Improvement Toolkit. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40604).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/PowerPoints/CP%20DATA%20ANALYSIS.ppt

Holcomb, E. (2004). Getting Excited About Data: How to Combine People, Passion and Proof to Maximize Student Achievement. Thousand Oaks, CA: Corwin Press.

Kotter, J. P. (1996). Leading Change. Boston, MA: Harvard Business Press.

PD & CSIP/CDIP Questionnaire SISI Toolkit, Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/PD%20&%20CSIP%20CDIP%20questionnaire.doc

Prioritizing Changes. SISI Toolkit Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Prioritizing%20Changes.doc

Sample I & I Monitoring Checklist, SISI Toolkit, Standard 9. (Available from the Kentucky Department of Education, 500 Mero Street, Frankfort, KY 40601).
http://www.education.ky.gov/SISI_Toolkit/Standard%209/Documents/Sample%20I%20&%20I%20Monitoring%20Checklist.doc

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Summary of Next Steps:

The superintendent and school board should lead a collaborative initiative with district and school staffs, school councils and union leadership to move from the current environment of mistrust and fault finding to a mode of transparency and problem solving. This begins with acknowledging individual and collective professional and personal responsibilities for the dysfunctional climate that presently impedes high student achievement and efforts to effectively address the learning needs of children. They should identify and contract with a facilitator to mediate the process of honestly engaging in the “fierce conversations” that must occur in order to achieve this end.

The power of high expectations is only as strong as the clarity with which they are communicated and the degree to which all staff are held accountable for meeting them. These high expectations should be marked by clear, measurable goals that include not only what is expected but also how success will be measured. Clear courses of action for meeting the goals should be established. Responsible staff members should then be held appropriately accountable for carrying out these initiatives. The district evaluation process should be fully and consistently implemented by all evaluators as a critical component of this process. Professional growth plans should reflect, in part, the expectations for the person being evaluated, and regular support, coaching and feedback should be provided to assist with the achievement of goals included in the growth plan. Any staff member unable or unwilling to carry out assigned responsibilities should be held appropriately accountable.

District leadership should systematically use monitoring processes to ensure that all classroom instruction is rigorous, effective, and student centered. District and school leadership should conduct regular classroom walkthroughs and provide timely, specific, and meaningful feedback to teachers so they can immediately adjust instructional practices to better meet the individual learning needs of students in their classrooms. District leadership should directly monitor schools to ensure that teachers regularly collaborate to analyze student work to inform instruction. District and school leadership should ensure that teachers are providing timely, specific and meaningful feedback to students on class work including classroom assessments and homework. This monitoring system should be consistent and ongoing with data collected and analyzed regularly to determine the impact of instructional practices on student achievement.

District leadership should regularly perform walkthroughs at the high school to ensure that all students and staff can articulate learning objectives and performance standards needed to achieve proficiency for all learning activities. Proficient and distinguished work, scoring guides and rubrics should be consistently used with students to communicate learning standards and provide immediate and meaningful feedback. District and school leadership should provide support and training as necessary and monitor the process for impact on student achievement.

District leadership should work with school leadership, community leaders, board members and parents in developing an intentional comprehensive plan to improve school culture and climate. This plan should include a focus on recruiting diverse faculty (e.g., African American males), building healthy relationships with students and families, and training all staff on meeting the needs of a diverse, urban student population. Minority community stakeholders should be solicited to assist with this initiative.

District leadership should review, revise and implement a plan to address habitual truancy, particularly at the high school, and other risky behaviors that may become barriers to student learning and achievement at all levels. This plan should be focused and ongoing and should include input from all stakeholders.

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In Conclusion:

The members of the Newport Independent District Leadership Assessment Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

The Leadership Assessment Team has examined extensive evidence and arrived at the following conclusion:

District Authority:

District leadership does not have the capability and capacity to manage the intervention of Newport High School.

Commissioner, Kentucky Department of Education:

_____ Date: _____

Pursuant to School Improvement Grant Section 1003g (SIG) Guidance from the US Department of Education

The district must submit an application to receive SIG 1003g funds.

The application will outline the district's plan and annual goals for improving student achievement in the identified school and must be approved by the Kentucky Department of Education (KDE).

The annual goals will be based on student achievement on the state assessments in both reading/language arts and mathematics.

Progress toward those goals will be reported to KDE on a quarterly basis. The district must monitor the quarterly goals with a valid, reliable, fair and strong predictive assessment tool that correlates with KDE's summative measures of student achievement.

I understand that within five (5) days I must tender to the Commissioner of Education names of individuals recommended to serve on the Newport High School School-Based Decision Making Council.

I have received the leadership assessment report for Newport Independent School District and Newport High School. I understand the school and district must meet the requirements listed above.

Superintendent, Newport Independent Schools

_____ Date: _____

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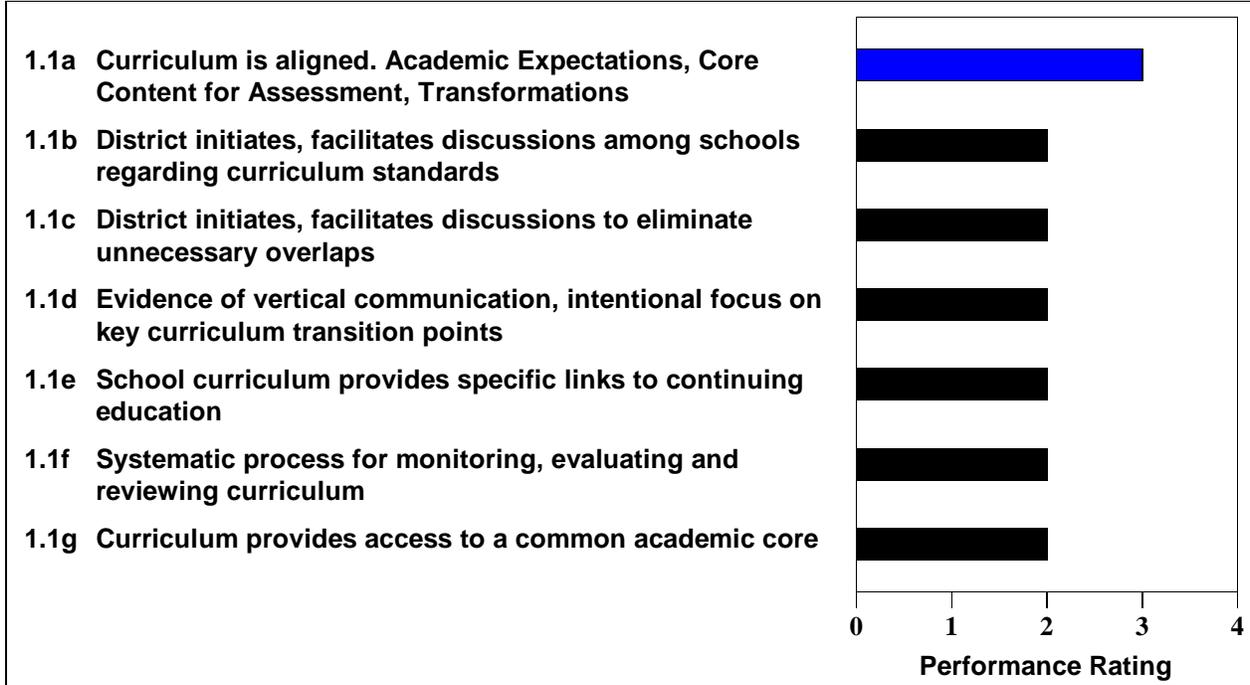
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1.1 Curriculum

Academic Performance



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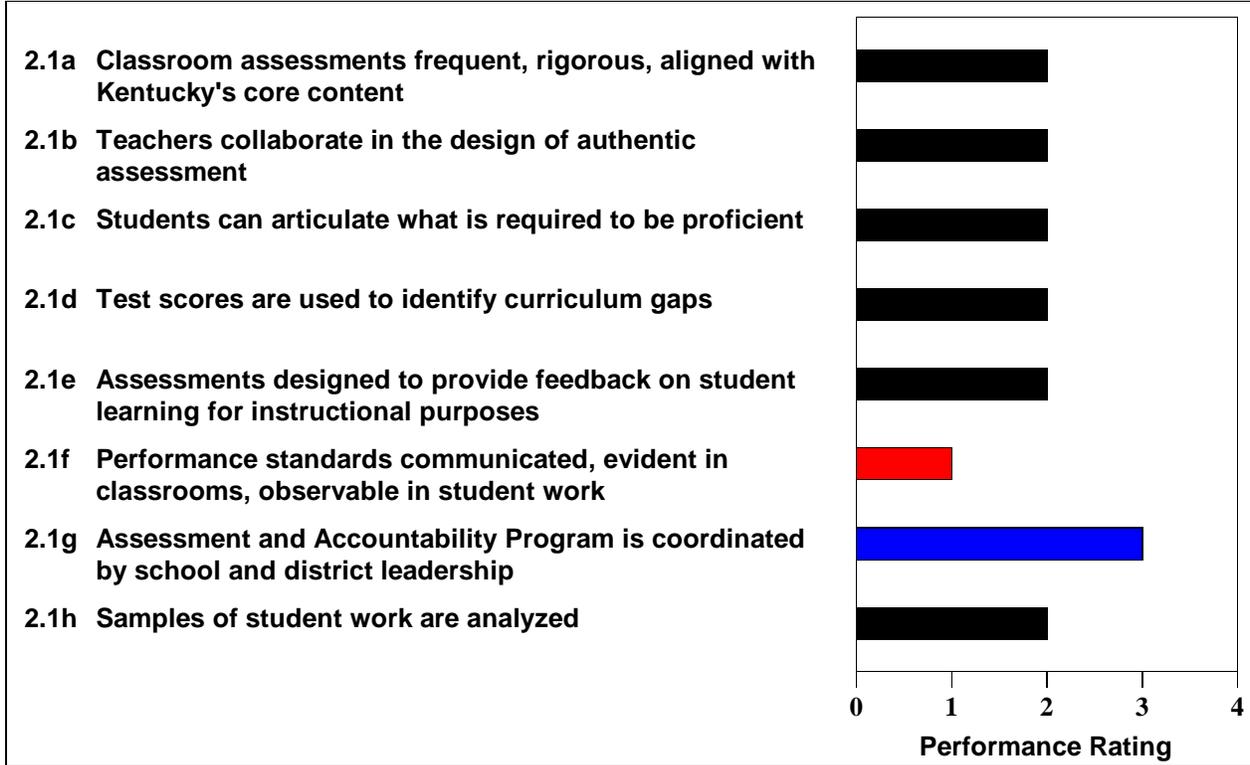
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2.1 Classroom Evaluation/Assessment

Academic Performance



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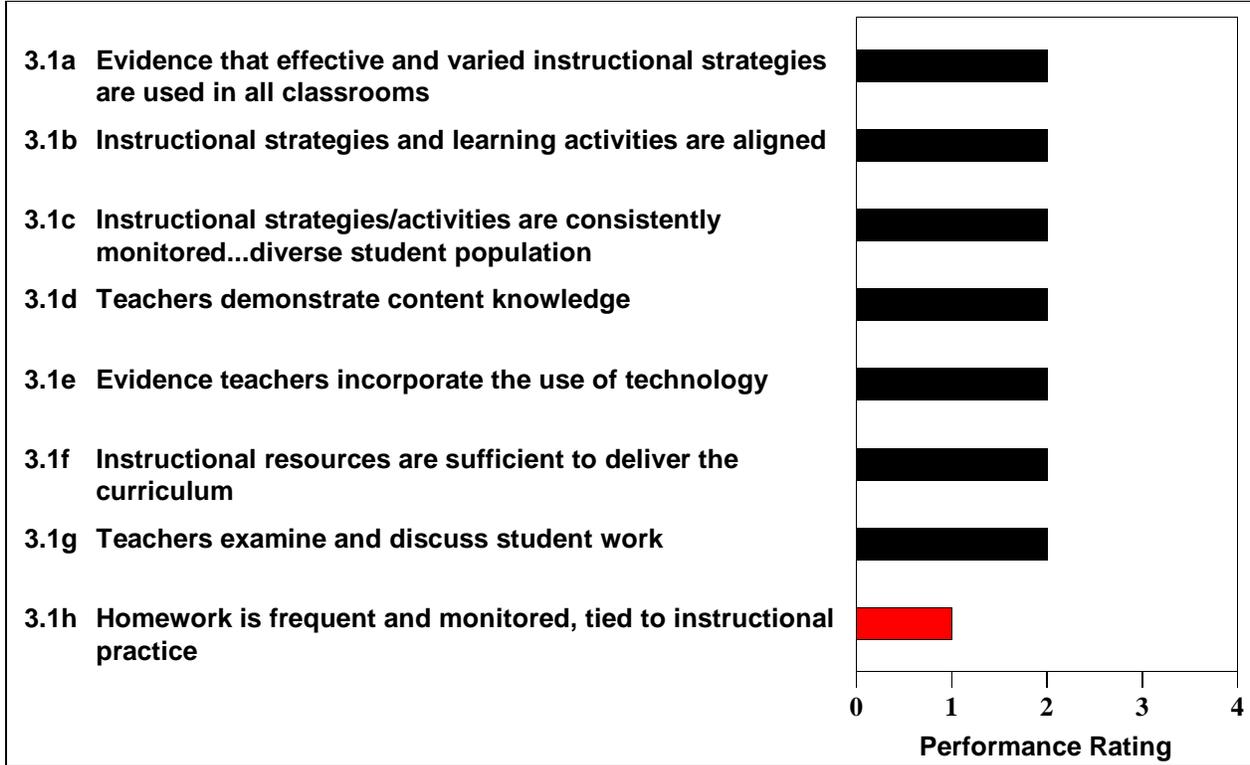
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3.1 Instruction

Academic Performance



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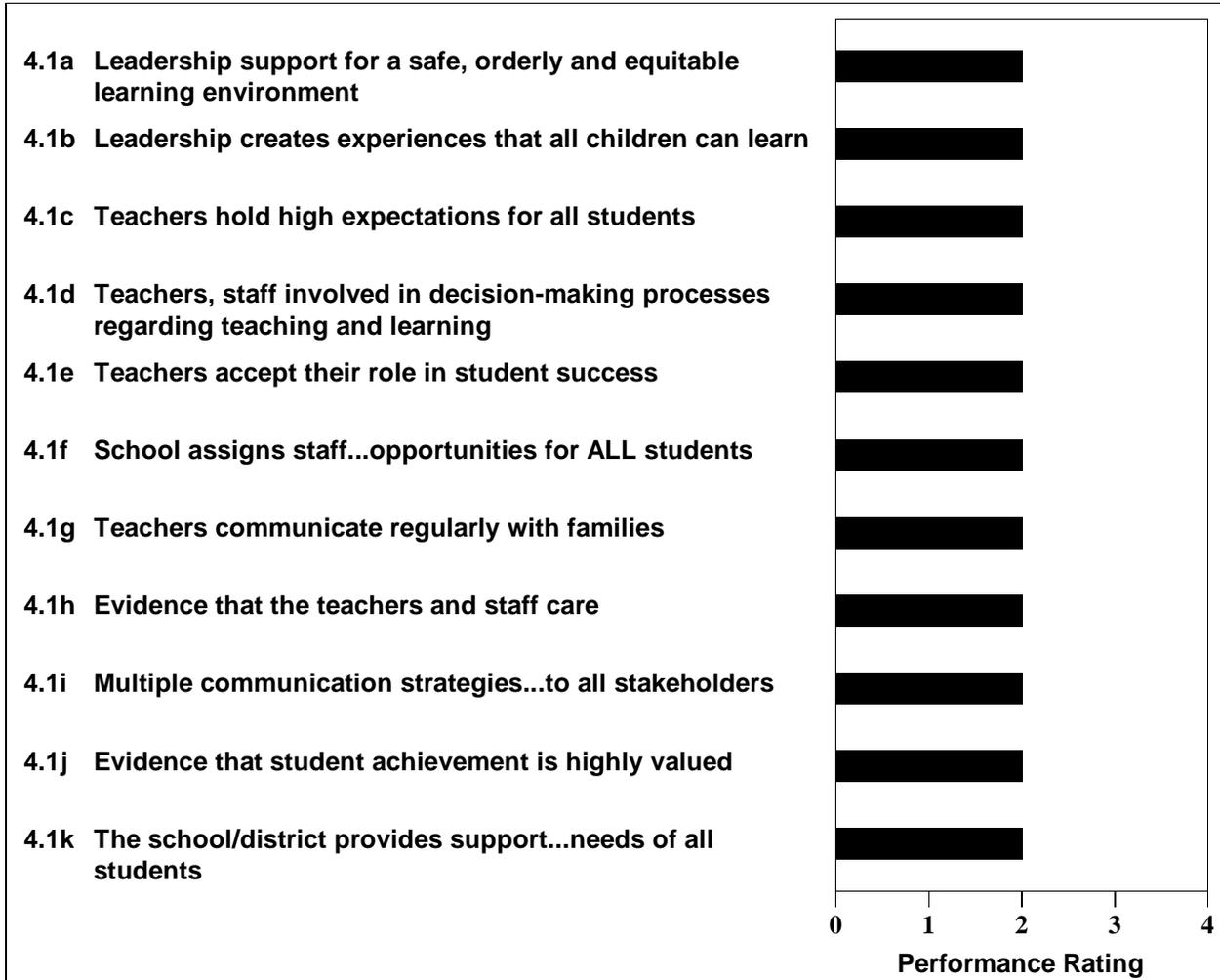
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4.1 School Culture

Learning Environment



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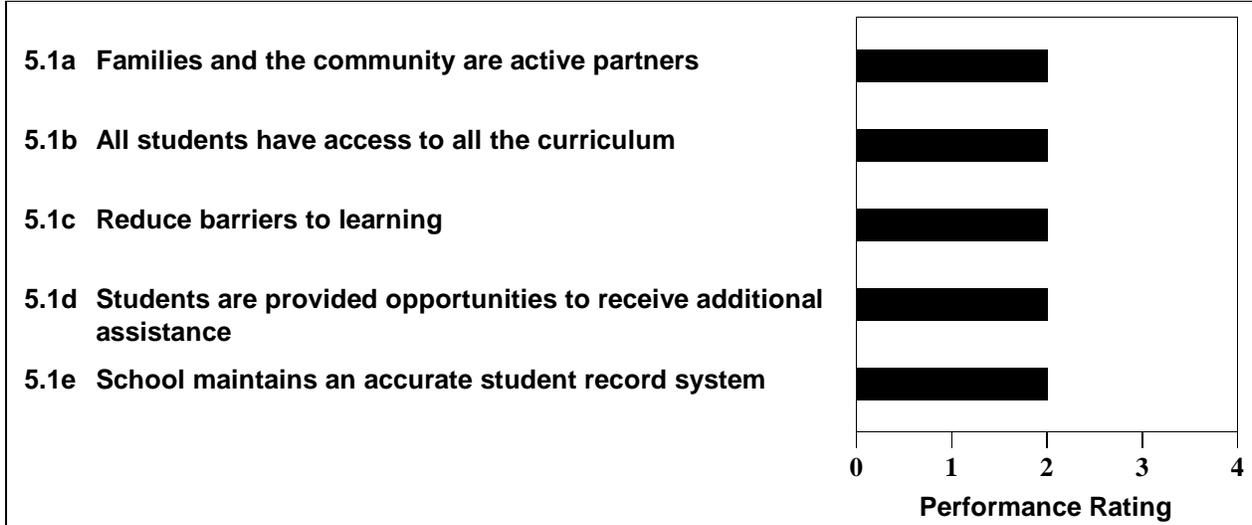
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5.1 Student, Family and Community Support

Learning Environment



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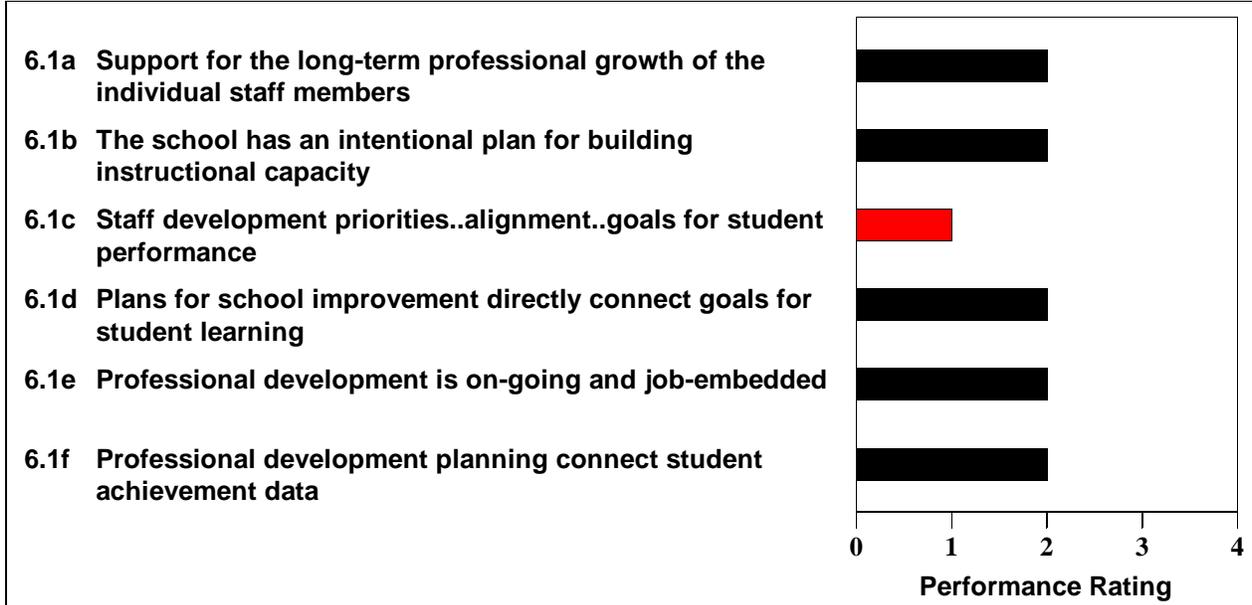
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6.1 Professional Development

Learning Environment



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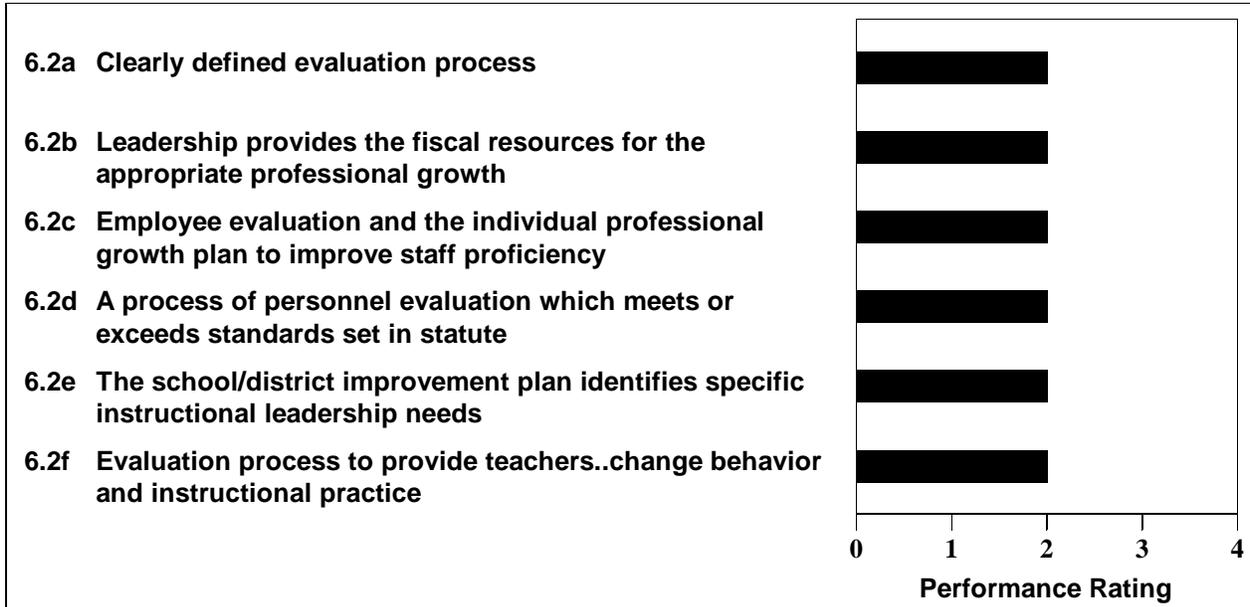
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6.2 Professional Growth and Evaluation

Learning Environment



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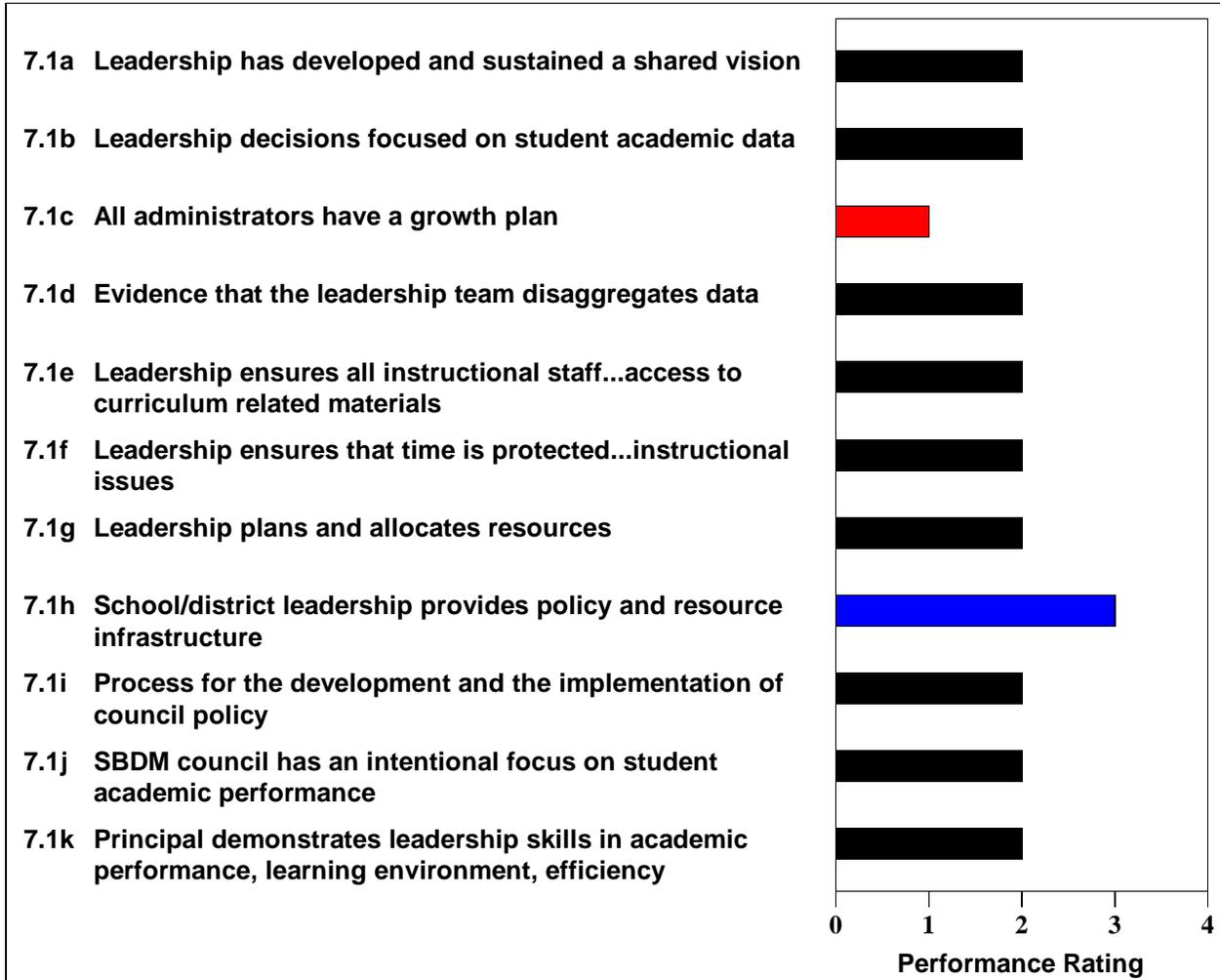
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7.1 Leadership

Efficiency



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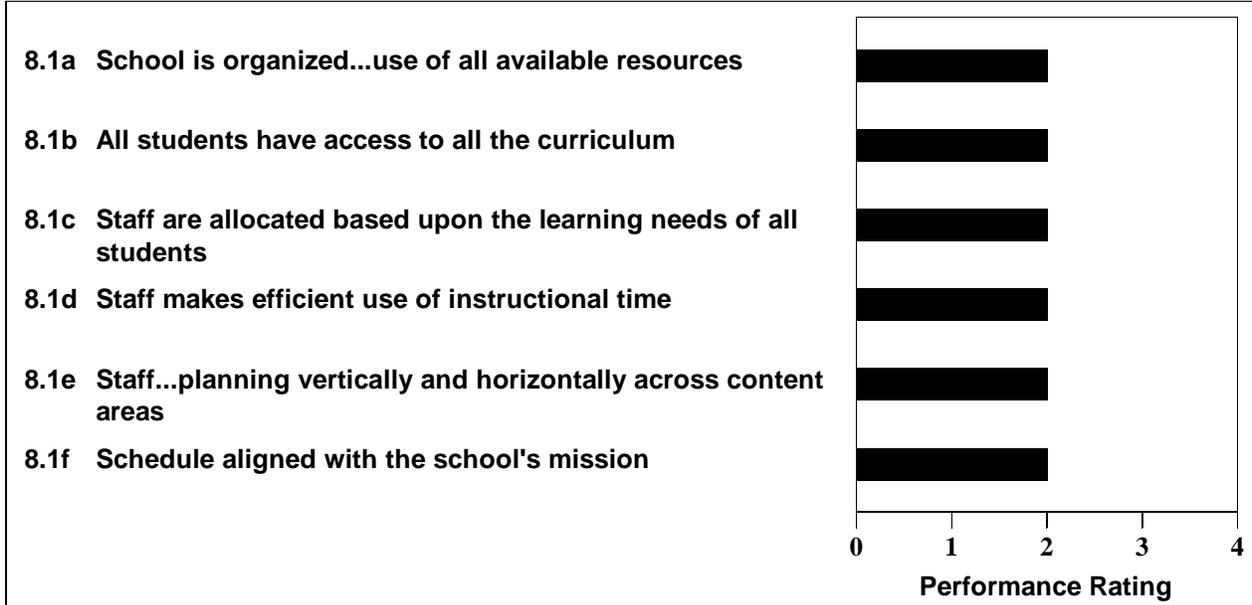
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8.1 Organization of the School

Efficiency



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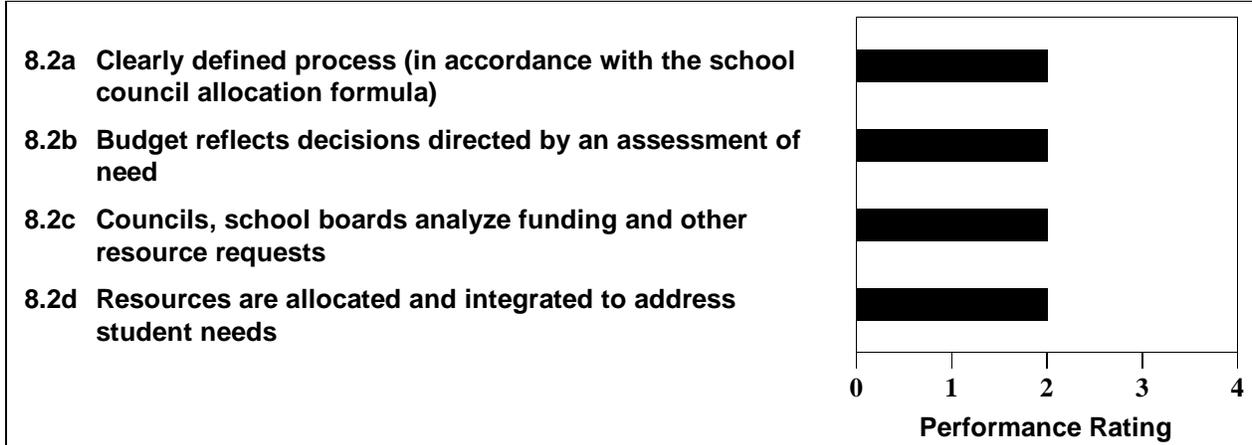
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8.2 Resource Allocation and Integration

Efficiency



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9.1 Defining the School Vision, Mission, Beliefs

Efficiency

9.1a Collaborative process used to develop the vision, beliefs, mission



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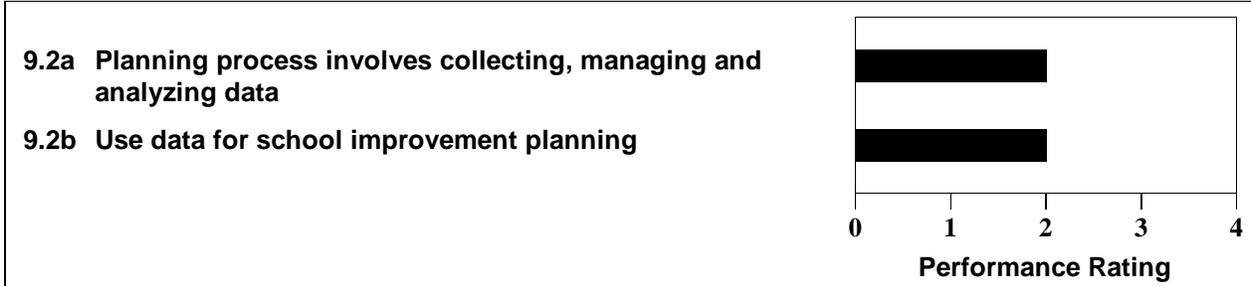
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9.2 Development of the Profile

Efficiency



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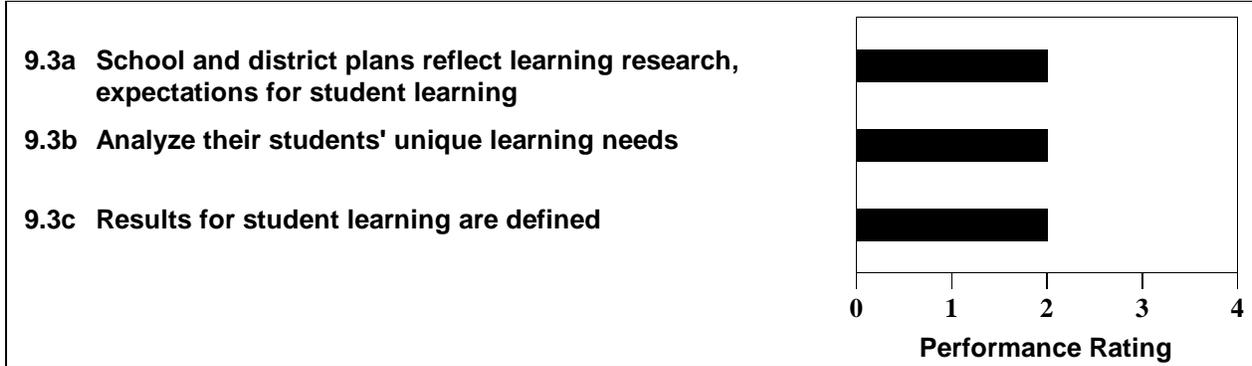
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9.3 Defining Desired Results for Student Learning

Efficiency



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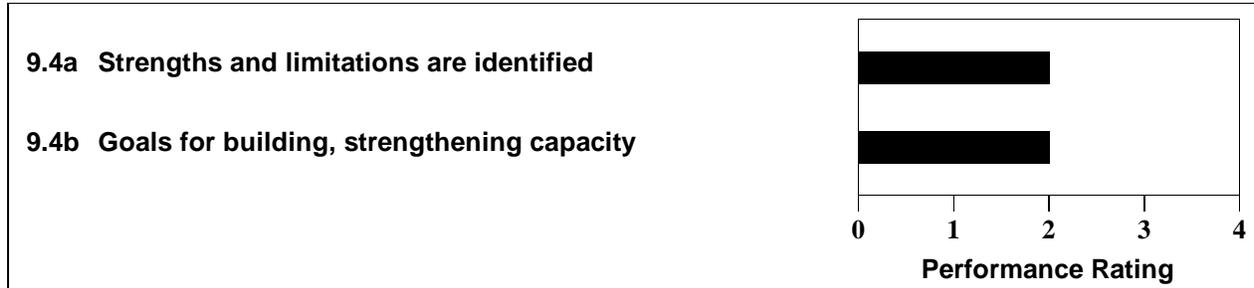
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9.4 Analyzing Instructional and Organizational Effectiveness

Efficiency



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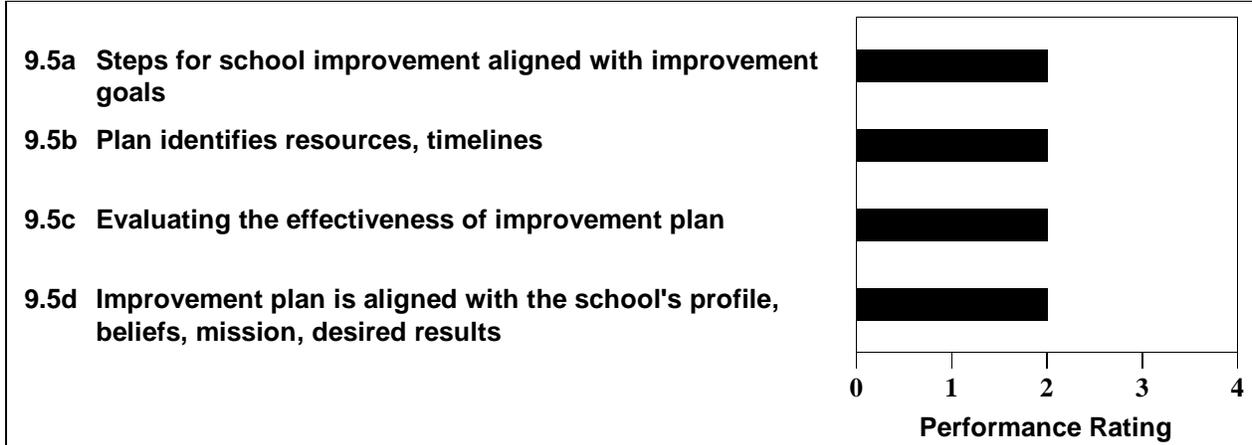
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9.5 Development of the Improvement Plan

Efficiency



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9.6 Implementation and Documentation

Efficiency

